

Today

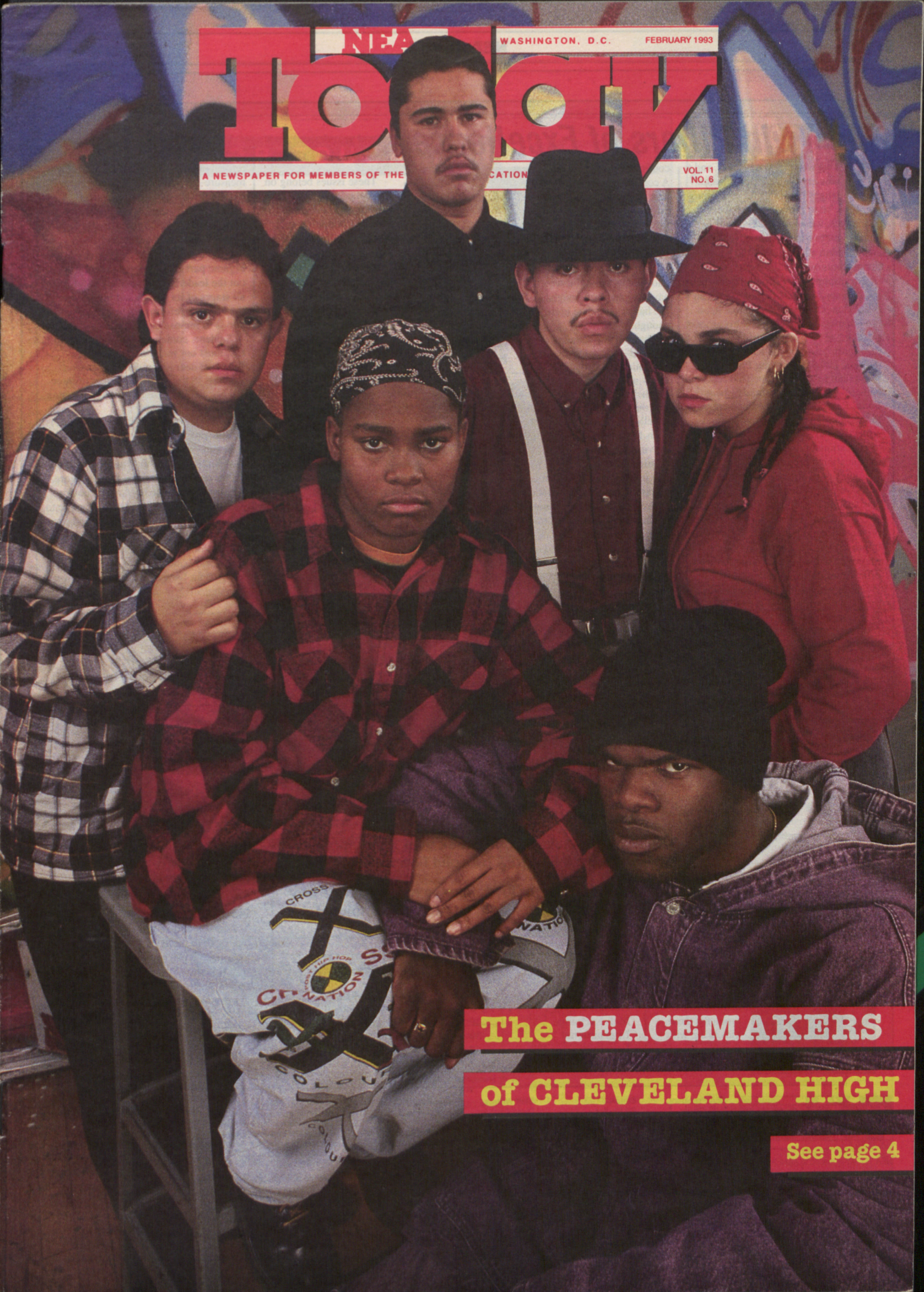
WASHINGTON, D.C.

FEBRUARY 1993

A NEWSPAPER FOR MEMBERS OF THE

CATION

VOL. 11
NO. 6



**The PEACEMAKERS
of CLEVELAND HIGH**

See page 4

PRESIDENT'S VIEWPOINT

The Twin Pillars of Excellence

As we welcome a new year, and a new era for America, the challenges before us remain imposing. If we're to prove equal to these challenges, we must relinquish all attachment to time-worn conventions and abandon all fidelity to the educational status quo.

Our responsibility is nothing less than to re-create America's schools. We can't wait change. We must generate it.

Perhaps we can best begin this process by taking to heart the central message of the report issued by the Rand Center for the Study of the Teaching Profession more than four years ago. That report—entitled *Teacher Unions and Educational Reform*—concluded that contrary to the rantings of right-wing politicians, collective bargaining is not an obstacle to educational progress but the pathway to educational progress.

I don't think many of us within the NEA were surprised by that finding. Our Association has long insisted that collective bargaining is necessary not only to protect education employees' rights and improve their working conditions, but to improve the quality of instruction we offer America's students.

Our experience in the reform arena

confirms this conviction. A comprehensive research base now tells us that the most profoundly effective instructional reforms are those that emerge from collective bargaining.

Have we acted on this knowledge? Yes. But we haven't gone far enough. We haven't reached high enough.

The task that remains is to blend—to synthesize—our collective bargaining savvy and our reform expertise. These are the twin pillars of our Association—and the twin pillars of educational excellence. We must strengthen both.

In 1992, we were key players in moving our country toward fundamental political change. In 1993, we must be key players in moving our country toward fundamental educational change.

We can meet this imperative only by challenging every school tradition we've inherited: tracking, the one-size-fits-all curriculum, the mandated testing that consumes 20 million instructional hours each year, the school day that's neatly divided into 50-minute chunks, the



NEA President
Keith Geiger

school year derived from the needs of an agrarian society.

These issues belong on the bargaining table. Our mission is to insist that the learning conditions of America's children be a subject of negotiations.

It's time to put educational quality on the bargaining table.

It's time to put education reform issues on the bargaining table. It's time for every school board and every district office in

America to concede that instructional issues are appropriate bargaining issues.

Expanding the scope of bargaining won't be easy. But without this expansion, we'll remain victimized—by a rule-bound school culture out of synch with contemporary realities.

As we pursue improved instruction through expanded negotiations, we have a lot going for us.

We've inherited a public school system that's a national treasure—a vast, sprawling, outdated, but still resilient institution. We're building on strength, not weakness.

We're also building on the lesson that "legislated learning" and top-down reforms are doomed to failure. No reform measure—however well intended or brilliant in theory—can be successfully grafted onto the education system by outside authorities without regard for the unique culture of each school.

No reform measure will endure as an organic part of the school program without the leadership of on-site educators in all stages of its design and implementation. And no reform will be effective if its aim is to impose uniformity.

Students come in infinite variety. So, too, must our methods of teaching. Effective instruction demands responsiveness to the splendid variety of interests, strengths, weaknesses, and learning styles of our students.

What we need, now more than ever, is an authentic approach to school renewal—an approach that is school-based, faculty-led, and student-centered.

We're doing a lot. We must do more.

Islands of excellence aren't enough. We need universal excellence. If we're to achieve that goal, we must bargain better, bargain smarter, and refute all those who would limit collective bargaining to bread-and-butter issues.

We fight for roses, too. We fight for our students' futures.

9 Move Over, Dr. Spock

Meet T. Berry Brazelton, America's family doctor. An author, TV talk show host, and expert on child

development, pediatrician Brazelton warns of ways society's toughest problems are affecting children and families.



13 Cocaine Babies

The first wave of "crack babies"—infants whose mothers used cocaine—is coming to

school. A pediatric expert tells how to prepare for the physical and emotional problems these kids bring with them.



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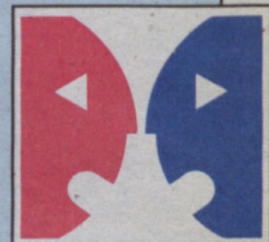
16 Field of Dreams

Iowa's the first state in the nation to systematically unite educators, community and business leaders, politicians, and parents in the name of school reform. Could this kind of collaboration transform your school?



43 Debate: Do We Need Orphanages?

Yes, says a retired Maryland librarian: modern orphanages could provide needy kids with a "safe, secure, and loving environment." No, says a Florida teacher: an institution can never be a family.



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NATIONAL NEWS

FOR EDUCATION

RILEY'S
The One

No surprise. No controversy. President Clinton's decision to pick former South Carolina Governor Richard Riley as Secretary of Education got rave reviews from virtually all quarters.

With good reason. The former two-term governor of South Carolina was on the leading edge of the education reform wave that swept the nation after the critical 1983 *A Nation at Risk* report.

Hallmark of Riley's education effort was the Education Improvement Act of 1984. The first state law of its kind, EIA not only set specific goals for education in South Carolina but provided a stable source of revenue to reach those goals.

"I know Dick Riley, and I know first-hand what he did for public education in my school system in Greenville and throughout the state," notes The South Carolina Education Association President Jim Gilstrap.

Gilstrap recalls that in the Greenville schools the number of students taking Advance Placement courses tripled, an outcome of Riley's reform measures.

"More kids qualified to take the tests," Gilstrap explains, "because Riley's reform efforts gave teachers the resources—time, materials, and incentives—to prepare the kids for AP courses."

The landmark reform legislation lengthened the school year, reduced class size, and created programs both for the gifted and talented and for those who need extra help to master skills.

The EIA also established Centers of Teaching Excellence, a teacher recruitment center, student loan programs, and higher standards for teacher education programs.

To finance the reforms mandated by the new law, Riley marshaled broad business and



In naming former South Carolina Gov. Richard Riley as his choice for Secretary of Education, President Clinton chose a proven champion of quality and equal education for all.

community support behind a one-percent sales tax increase included in the legislation.

A CALL TO ACTION

As President Clinton and the Congress are beginning to debate what will be the first federal budget of the post-Cold War era, a nonpartisan coalition of eight education groups, including NEA, is calling for new federal budget priorities.

One of the coalition's first efforts is producing a massive groundswell of support across the country, as school board after school board adopts a simple statement calling for reinvestment in America. Many of the boards passed the resolution, calling for realignment of priorities, at the urging of NEA local affiliates.

Teachers Association of Anne Arundel County President Tom Paolino told his school board, "We don't have any choice but to refocus our priorities." The board agreed and passed the resolution.

And at presstime, some 1,500 school districts across the country had done the same. NEA leaders were set to deliver the resolutions to Congress Feb. 5.

Gilstrap remembers Riley as a coalition builder who frequently consulted with The SCEA, winning the Association's Friend of Education Award in 1986. During Riley's tenure, South Carolina teacher salaries rose to the Southeastern regional average.

NEA President Keith Geiger calls Riley a "true education governor," one of the first "to put together a comprehensive program to improve public education."

"We look forward to working with a Secretary of Education who will be a champion and advocate for America's public school students," Geiger adds.

When he left the governorship, Riley didn't leave his interest in children and schools—he took it to the national level. At the time of his appointment, Riley headed a Carnegie Task Force on infant mortality and

early childhood education. In 1986, he chaired the National Governors' Association Task Force on School Readiness, which issued the report *Time for Results*.

President Clinton acknowledges a long-term working relationship with Riley. The two leaders were among the "New South" governors who changed the course of education in their states after they were first elected in the late 1970s. In announcing the Cabinet nominee, Clinton called Riley his "partner and often mentor."

Riley, for his part, says he considers his appointment a welcome challenge. He's setting out to use his new position to "change education so that we can become a nation on the move rather than a nation at risk."

Look to future issues of *NEA Today* for information on Clinton's picks to fill other top posts at the Department of Education.

—Victoria Lytle

HEROES & ZEROES



Well, hello, Dolly! Again. Country music star Dolly Parton's Dollywood Foundation is putting more money—this time \$500,000—into improving education in Sevier County (her home county). The money's earmarked for 35 first grade teaching assistants, cash awards for graduating seniors, and two computer labs.



Score one for Murphy's Law. Just before the holidays, 2,000 homeless shelters got word that 1.5 million blankets donated by the military were contaminated with the pesticide DDT. Although the EPA says there's no risk, the Pentagon says the blankets should be discarded. So much for keeping out the chill.



A punch in time saved lives when Utah history teacher Dan Lindsey's students hosted a boxing match. Touched by hearing that 30 percent of Somali children under 5 died last year, the 80 current events students at Provo High raised \$5,200. An anonymous donor matched the amount: \$10,400 was sent to Afgoi, Somalia, via the Red Cross.



The Campbell's Soup Company will serve up a bowlful of heroes in its March TV special, "Portrait of a Teacher." Florida high school teacher and NEA member Elaine Anderson is one of six profiled. Born with profound deafness, Anderson's a role model at The Florida School for the Deaf and Blind. Also from Campbell's: TV commercials that herald 32 exemplary teachers. Each spot concludes, "One teacher—a world of difference."



Not known for sensitivity, the Immigration and Naturalization Service hit bottom when two agents barged into Omaha South High School, grabbed two teenagers living in the U.S. illegally, and deported them. One 17-year-old—son of a legal U.S. resident—was dropped in Mexico with little money and no change of clothes. Says school staffer Jim Ramirez: "They left them at the border like two stray pups they wanted to get rid of."

COVER STORY

When a riot shattered her school, Barbara Yannuck started teaching student leaders—including the riot leaders—how to keep the peace.

STOP VIOLENCE

Starts With

In Reseda, California, Barbara Yannuck watches students hustle to class through the brightly painted hallways of Cleveland High School.

There was a time when fear, stirred by gang rivalry and racial tension, ruled the hallways.

"Two years ago," recalls Cleveland High senior Carlos McGhee, "you couldn't walk down certain hallways without being jumped."

"Explosive situations were just below the surface, and it wouldn't take much—a casual remark, playing the wrong kind of

music—to set them off," says Yannuck, who's taught drama at Cleveland High for 22 years.

The campus, located in the heart of Southern California's San Fernando Valley, is a microcosm of its multi-racial working class and white-collar community. The school's 2,200 students are Black, Latino, white, and Asian.

Two years ago tensions exploded into a riot involving more than 200 kids.

Carlos McGhee remembers the riot well; he helped lead his gang—called the Bloods—into the melee.

Left: California drama teacher Barbara Yannuck heads Cleveland High's anti-violence project, which enlists a handpicked group of students (pictured below) representing the school's diverse student body.

Where To Go For Help

► The NEA Professional Library offers *School Violence: A Survival Guide for School Staff*. Stock No. 0243-1. \$6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (800/229-4200).

NEA is also putting together a training package to be offered through your local UniServ office. For details, check future issues of *NEA Today*.

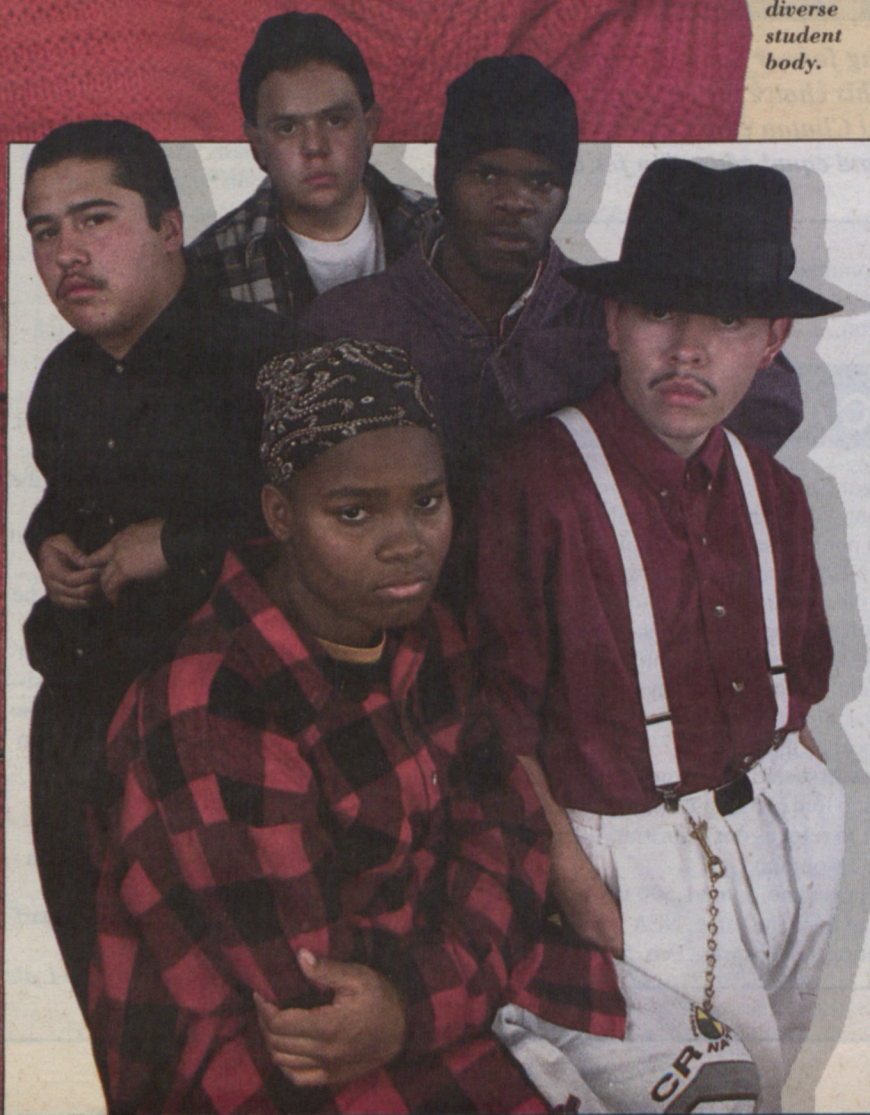
► Schools struggling with school violence may eventually get government help. NEA advocates a Violence Free Schools Act providing local education agencies with Department of Education grants beginning fiscal year 1994. The money could be used for education and training programs, counseling, peer mediation programs, gun awareness programs, and crime prevention equipment—such as metal detectors—among others. (For a legal perspective on school violence, turn to page 20.)

► *Violence Prevention*, a curriculum for adolescents by Dr. Deborah Prothrow-Stith, is available for purchase or rental from the Education Development Center, 55 Chapel Street, Suite 24, Newton, MA 02160 (800/225-4276).

► The National Association for Mediation in Education (NAME) offers resources and programs. Contact NAME, 425 Amity Street, Amherst, MA 01002 (413/545-2462).

► The National School Safety Center (NSSC) offers resources and training in crisis prevention and intervention. Contact NSSC, 16830 Ventura Blvd., Ste. 200, Encino, CA 91436 (805/373-9977).

—A. M.



COVER STORY

OPPING E N C E

h S t u d e n t s

Today, thanks to a mediation program developed by Barbara Yannuck, McGhee is a peacemaker.

"I tell my friends we can solve things just by talking," McGhee explains. "And when they say 'Boom! Man, we've got to get into it!' I have to go deep into their hearts and say there's another way."

McGhee is one of 70 students who serve on committees Yannuck established after the 1990 riot.

In the beginning, the committees worked to reduce racial tension and increase cultural sensitivity. Today, the students play an even more critical role: stopping school violence before it happens.

Across the country, schools are searching for solutions to the waves of violence that follow anything from racial tension to playground arguments.

At Cleveland High, students and teachers believe they've found their answer in conflict resolution.

"Metal detectors are fine for finding weapons, but not for changing the way kids think about conflict," says Yannuck. "What we needed to do was help our students realize there's an alternative to fighting."

"Now, whenever there's even a rumor of conflict, committee members are called into action immediately," she explains. "They find the students involved and take them to my room to start the dialogue process."

The students and their peer mediators discuss the reasons for the fight, the messages they've been sending to each other, and the feelings the conflict arouses. Then they work out a resolution.

"It may take one hour or two days," adds Yannuck, "but we take the tension down to the core and defuse it."

Conflict resolution isn't new, but Cleveland High's mediation teams have added an unusual twist: students who once led the conflict now take the lead in preventing it.

"After the riot we interviewed hundreds of students and chose the natural leaders—heads of Latino, Asian, African-American, and white gangs, as well as athletes and student body leaders," explains Joel Juntilla, a district youth relations assistant who helps train the student mediators.



"This is really about empowerment," says Yannuck. "We're giving them an alternative to the violent reactions they've sometimes relied on in the past."

Some schools aren't waiting until junior high or high school to teach children conflict resolution skills. Idaho fifth grade teacher Donna Johnson and her colleagues at Orchards Elementary School, near Lewiston, didn't like hearing kids yelling insults at one another on the playground—and in the classroom.

"We saw a tremendous amount of anger in our students," says Johnson, who now heads her school's Conflict Resolution Program. "That anger may have been caused by problems at home, or just frustration, a feeling that they weren't in control. They'd lash out at other students and even their teachers."

Orchards' teachers now teach problem solving and conflict resolution in the classroom and train student conflict managers to handle problems on the playground.

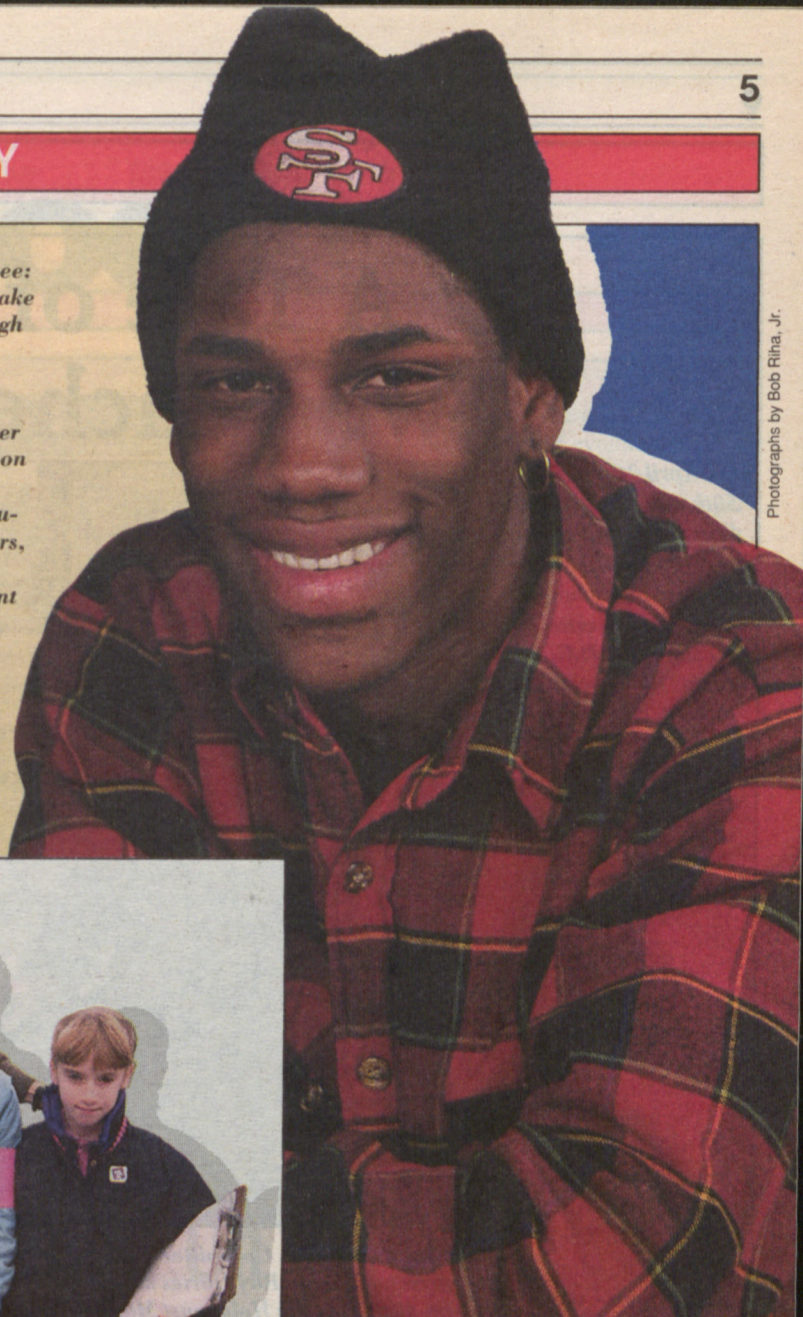
In Durham, North Carolina, the fight against violence is about to move from the school into the community.

"We discovered that even when we changed student behavior on campus, the kids saw something different in their neighborhood," says Jan Dorr, a seventh grade teacher at Rogers Herr Middle School.

Rogers Herr is one of six Durham middle schools in the Violence Inter-

Carlos McGhee: working to make Cleveland High safe.

Lewiston, Idaho, teacher Donna Johnson is pictured below with student mediators, who help to resolve student conflicts.



Photographs by Bob Rihna, Jr.

One State's Effort To Stem School Violence

Like many NEA state affiliates, the Virginia Education Association has heard members' pleas to address the violence issue.

In response, VEA, together with six of the state's other education groups, took part in an historic summit last October. The challenge: to develop a plan to combat school violence.

Representatives from each of the seven organizations hammered out a comprehensive course of action to create not only safe schools, but safe communities. The final report, *Violence in Schools*, details specific recommendations.

Among them:

- Statewide legislation regarding the possession of weapons, particularly handguns.
- Improvements in the management and security of school buildings, including communications technology for classrooms and metal detectors when warranted.
- Support for K-12 violence prevention curriculums.

"With this report as our guide, teachers and community leaders can work together to ensure the safety of our children and stop the cycle of violence threatening their lives," says VEA President Robley Jones.

NEA Communications has a limited number of copies of *Violence in Schools*, free on request. Contact Charles Erickson, NEA Communications, 1201 16th St., N.W., Washington, DC 20036.

—A. M.

—Anita Merina

HUMAN RIGHTS

A Tale of Two Teachers

On April 26, 1993, the 50th anniversary of the Warsaw ghetto uprising, the United States Holocaust Memorial Museum will open in Washington, D.C. Both events hold special significance for one NEA member.

Events in the Warsaw ghetto in the early 1940s unite two teachers from very different times and places—one who died in Poland in the months preceding the uprising and one who lives in Arizona and studies the Holocaust.

The former: one of the ghetto's heroes, Polish-Jewish teacher and physician Janusz Korczak (Yahn'-oosh Kor'-chahk). The latter: NEA Civil Rights Committee member, retired teacher, and pioneer in human rights education Ray Davies.

"The Holocaust was hardly mentioned in the school district when I started in 1953," says Davies, a former middle school teacher in Tucson. "In fact, my principal kept telling me, 'Stop teaching this Jewish stuff, Ray. It's not in the textbooks.'"

But Davies persisted over the years, pushing textbook publishers to expand and improve the accuracy of the treatment of the Holocaust as a human rights issue, helping to develop the Holocaust Studies Program in Tucson, and developing a resource guide for teachers.

In his efforts to expand education about the Holocaust, Davies—working closely with the Arizona Jewish Federation—helped organize a Survivors Speakers Program.

Then, after receiving a 1986 fellowship to study in Israel and a 1988 National Endowment for the Humanities fellowship, Davies began videotaping Holocaust witnesses and survivors in the United States and in Europe.

In a work about the Warsaw ghetto, Davies discovered Janusz Korczak (the pen name of Henryk Goldszmidt). Korczak's story inspired Davies to develop a middle school syllabus on the resistance to Nazism.

While Korczak did not survive—he was killed in the Treblinka death camp—he is a



NEA Civil Rights Committee member and retired Arizona teacher Ray Davies at one of the exhibits on display at the Holocaust Museum, opening April 26 in Washington, D.C.

hero of the resistance and, according to Davies, "a shining example for educators who teach about the Holocaust."

Korczak was trained as a physician, but he was also an educator who designed a school system, a writer of children's books and memoirs, and a popular lecturer.

During the last years of his life, Korczak directed the Children's Home, an orphanage and boarding school in Warsaw. There he tried to create conditions of normalcy, shielded from the beatings, executions, and craziness that were occurring outside, for the more than 200 Jewish children he cared for.

What interests Davies is Korczak's resistance to evil. Among his courageous acts, Korczak refused to wear the Jewish armband—choosing a long prison sentence instead.

He refused to listen to the pleas of Jewish and Polish friends who offered to hide him—without the children—on the Polish side of the city. And he refused to close the home and let the children and teachers fend for themselves.

"None would have made it," says Davies. "The Nazis were then in the midst of rounding up 300,000 Jews to send to Treblinka." Korczak, his staff, and the children were sent there, too. Korczak died in August

1942, eight months before the remaining 60,000 Jews fought, and died, in the heroic Warsaw uprising.

In 1990, Davies went on a teachers' study tour of Poland, sponsored by the American Gathering and the U. S. Holocaust Memorial Council, the museum's parent agency.

The group walked the same three-mile route that Korczak and the children walked to the Umschlagplatz, a fenced yard outside the ghetto, where the Jews were held until the freight cars arrived to take them away. From there, Davies' group followed the railroad tracks to Treblinka.

During the past four years, Davies has spent months in East-

ern Europe on a research project on the Warsaw ghetto. He will eventually deposit the material and videotapes in the Holocaust Museum's library.

NEA is a long-time supporter of the Museum, which will provide an array of educational services for teachers and students—videotapes, lesson plans, teacher guides, traveling exhibitions, posters, conferences, and more—after its springtime opening.

Davies offers this advice on teaching about the Holocaust:

- Work through your local and state Associations to get the Holocaust included in the curriculum. Use the resources of the U. S. Holocaust Memorial Museum.

- Spend a few weeks on the history, personalities, literature, music, and art of the Holocaust; avoid giving short this-is-what-Hitler-did-to-the-Jews lessons.

- Teach the Holocaust as a human rights issue, not as a Jewish issue alone. But always emphasize that, while millions perished as victims, the Jews of Europe were designated for annihilation.

- To find out about NEA's project to support the Holocaust Museum, contact your state affiliate or NEA Human and Civil Rights.

—Mary Faber

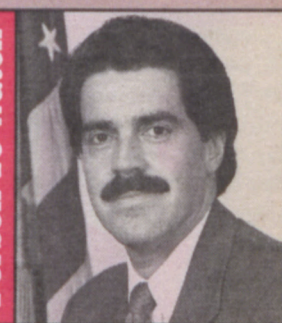
NEA Human and Civil Rights

WASHINGTON WATCH

Rep. Jose Serrano

(D-NY) will serve on two important Appropriations subcommittees—Labor, Health, Human Services, and Education, as well as Foreign Operations. Serrano also chairs the Congressional Hispanic Caucus.

Person To Watch



New Faces

The 42-member House Education and Labor Committee has nine new Democrats, including eight freshmen, while the Republican side has three brand-new faces.

New members include Rep. Lynn Woolsey (D-Calif.), who's likely to press for nationalized health care; Rep. Ted Strickland (D-Ohio), a psychology professor, who sees education reform as a matter of national security; and Rep. Karan English (D-Ariz.), who's a strong backer of rural schools.

Sad Partings

Among the saddest departures from the House Education and Labor Committee are Reps. John Olver (D-Mass.), Ed Pastor (D-Ariz.), and William Jefferson (D-La.). All three representatives had 100 percent NEA voting records and were active, vocal supporters of public education.

While they will be missed on the Education and Labor Committee, Olver and Pastor moved to the influential Appropriations panel and Jefferson gained a seat on the powerful Ways and Means Committee.

...And What You Can Do

There's new hope for passage of the Family and Medical Leave Act, after nearly seven years of trying. President Clinton strongly supports the measure.

The bill is the first piece of legislation (H.R. 1) on the agenda in Congress. Write your representative and tell him or her of your support.

Political Cartoon of the Month



Congressional

Quote of the

Month

"The nation's long nightmare in education nonsense is over. Now we really have an education secretary."

—Sen. Ernest Hollings
(D-South Carolina)

Local Look

WASHINGTON

Taking Action

Members of the Kennewick Education Association just saw actions speak louder than words.

Last fall, the district's 700 teachers had no contract and said they wouldn't return to their classrooms without one. The district ignored them—and continued its efforts to gut provisions of the previous contract.

Then 92 percent of the teachers voted to strike, and teachers set up picket lines. Mediated bargaining started a few days later, and a contract agreement was reached the next day.

The new three-year agreement not only blocked the district's attempt at takebacks, but gave KEA members many improvements. Among them: due process protections, increases in extra-curricular pay, and mentors for all beginning teachers.

"We certainly weren't going to go backward," says KEA President Gary Jensen. "Over the last 20 years, we put a lot of hard work and commitment into building what we consider a lighthouse contract, and we weren't going to throw it away."

VIRGINIA

A Cleaner County

Nelson County schools are cleaning up their act, with the help of the Nelson County Education Association and a grant from the Virginia Education Association.

The county's seven schools will take part in a recycling program coordinated by NCEA member Anne Krieger. The schools will recycle aluminum, glass, and plastic, using trash receptacles purchased with the grant money.

The project's goals: cleaner roadsides, less solid waste in the county landfill, and continuing education about the value of recycling in preserving the environment.

UTAH

Close the Doors, Check the Windows

For American Education Week 1992, the Bonneville UniServ Unit—which includes the Provo, Nebo, and Alpine Education Associations—gave away T-shirts saying "Class of 2009" to newborns in the four local hospitals.

IN MICHIGAN



Child care giver and NEA member Sue Betcher says the child care center where she works offers a home away from home for many Lansing children.

Child Care You Can Count On

Two things about the Main Street Child-care Center in Lansing stand out. First, it's run by the public school system. Second, its employees are represented by NEA's local affiliate, the Lansing Educational Assistants.

Put both things together and you get quality child care.

The school district opened the center in a remodeled elementary school five years ago. The district pays for the building's upkeep, utilities, and custodial services, but parent-paid tuition pays 95 percent of the Center's bills, some \$1 million annually. Some federal Chapter 1 funds are used to pay tuition for at-risk children.

Main Street is a "full-service" center for babies, toddlers, preschoolers, and latchkey children. It's open from 7 a.m. to 6 p.m. year-round, offers meals, and provides transportation to and from school. Current enrollment is 220 kids.

LEA represents about 60 "child care givers" at the Main Street center and two other locations in Lansing. Under the contract, they receive the same pay as their counterparts in the regular K-12 program—instructional aides—as well as similar benefits and job security.

That means wages that range up to \$10 an hour. "That's more than twice what employ-

ees in comparable private day care centers earn," says LEA President Steve Cook.

"Because of the wages and benefits here, we attract the most qualified employees—the cream of the crop," Cook says. "Skilled workers and low turnover directly affect the quality of care these kids get."

In addition, the contract provides child care employees with tuition reimbursement, financial incentives to pursue more education and training, and the opportunity to take classes at their worksites.

Because the center is run by the public school district, the children who attend have an easier time making the transition to kindergarten.

Child care giver Sue Betcher, whose daughter attends the Main Street center, says the children "learn developmental skills that will help them when they get to school."

Plus, says Betcher, "we enjoy creating a second home for these kids."

"As more school districts get into the day care business—and they will," says Cook, "it's important that employees in those programs work under an NEA contract."

"The centers will have better employees—and the public schools will get a better product, if you will, entering the K-12 mainstream."

on an equal status with the various theories of evolution."

As the protests began to come in, the school board sought legal advice. What they found bore out Kramer's initial analysis: the mandate was simply not legal.

Early in December the board voted to rescind the motion.

GEORGIA

Up from Ashes

A \$94 million bond issue, targeted to repair 80 of Atlanta's ill-maintained public schools, passed overwhelmingly in November, thanks to pre-election campaigning by members of the Atlanta Association of Educators (AAE). It was the first bond issue to pass since 1968.

Beginning six weeks before the election, some 200 AAE members worked "full steam ahead" for passage of the bond measure, staffing phone banks and distributing thousands of leaflets at shopping malls.

The bond money will finance new central air-conditioners, repairs to heating systems and boilers, and replacements for rusty and lead-lined pipes.

Says AAE President Hinton Martin: "The passage of this bond issue will help make our schools true centers for learning and vastly improve working conditions for teachers."

MISSOURI

Lending a Hand

Teachers often reach out to help a child in need, but Missouri teacher Debbie Becker and her local, the Francis Howell Education Association, are spreading the help a little further.

When one of Becker's students couldn't go on a field trip to the symphony because he didn't have appropriate clothes to wear, Becker bought the boy a pair of trousers, nurses at the school bought him a shirt, and other teachers chipped in for the rest of the outfit.

Then Becker and FHEA members took the idea one step further. They established the Friends of Children Fund to help more kids in their schools. The Fund receives donations from teachers, educational support personnel, and community businesses, and from activities such as silent auctions.

"We don't make a production out of giving," says Becker. "And people are so grateful."

VERMONT

Back to the Present

When the Blue Mountain

Union school board suddenly mandated the teaching of creationism, the Blue Mountain Education Association was shocked—but not speechless.

"Our Association won't con-

done the teaching of religion in school. It's illegal," said BMEA President Joyce Kramer, calling on Vermont-NEA, the Vermont Science Teachers Association, and the American Civil Liberties Union for support.

The October board motion required that "whenever the origin of life is presented at Blue Mountain Union School creation be presented as a viable theory

State Side

WHAT'S A KID WORTH?

NEW JERSEY

No-Pay Coverage

About 2,100 more retirees became eligible for state-paid health benefits this fall when the state legislature passed benefits legislation vigorously supported by the New Jersey Education Association.

The law extends coverage to long-time support staff and county college personnel. All school employees with at least 25 years credit in education employees pension systems are now eligible.

Many of these retirees are already enrolled in the State Health Benefits Plan (SHBP), but insurance premiums have been deducted from their pension checks. Now the deductions will stop. Eligible retirees who aren't in the SHBP will be invited to sign up.

ILLINOIS

A 'Moral Victory'

Illinois voters sent a strong message last November when 57.1 percent voted for a constitutional amendment that would have substantially increased the state's responsibility for education funding.

The amendment, which needed 60 percent support to pass, failed by a slim margin. Still, Illinois Education Association President Lee Betterman calls the vote a "mandate" and "more than a moral victory."

The close vote, Betterman says, tells state legislators that Illinois citizens want public education to be a priority, are willing to pay more for education, and want something done to equalize inequalities between rich and poor districts.

KENTUCKY

The Power of Two

Isolated—that's how many teachers have felt as they've struggled with the implications of the Kentucky Education Reform Act (KERA).

But that isolation will soon be over, thanks to an innovative project designed by the Kentucky Education Association (KEA).

The project, *T²: Teachers to the Power of Two*, will link

members as they grapple with the implementation of KERA. KEA's newspaper, *KEA News*, will publish a catalogue listing members' expertise in specific areas such as technology, school-based decision making, and primary school.

KEA members can call the listed expert to discuss specific problem areas. If the members feel they need to meet, they can arrange a meeting with KEA's authorization. KEA can also reimburse expenses of members

participating in the project (not to exceed \$125 or five visits).

"We know that teaching professionals are their peers' most valuable resource in solving the problems of their profession," says KEA President Marnel Moorman.

MONTANA

An Early Start

Before legislators even met for

the new term, more than 100 members of the Montana Education Association were out in force lobbying for MEA's legislative agenda.

This year, as in the past six, MEA sponsored a Legislative Contact Weekend.

The weekend starts with a crash course in lobbying. Members learn about the background of pending bills, professional and labor issues that affect educators, and even what to do when they take a legis-

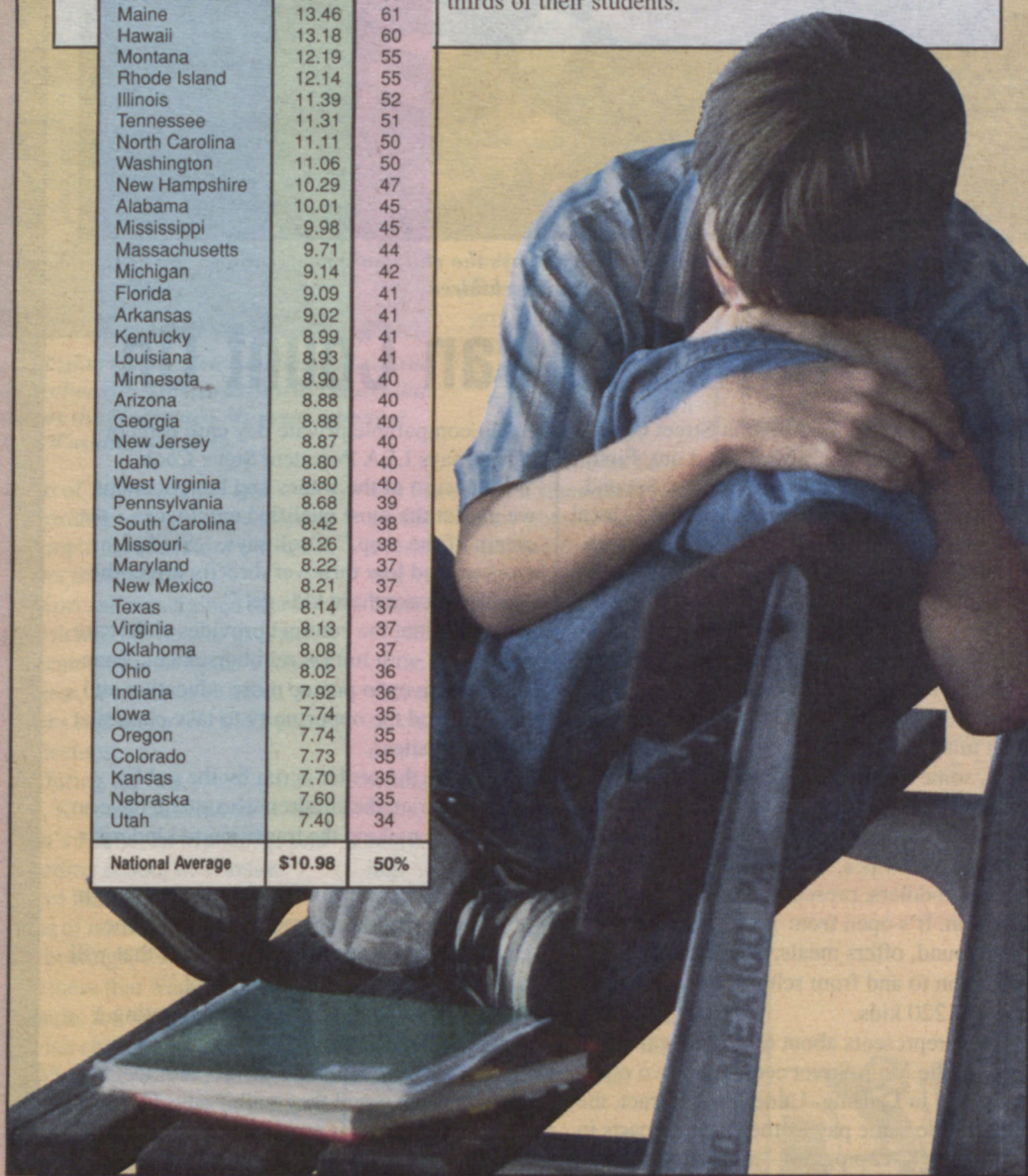
In Drug Battle, About \$11

State	Per Student \$	% Students Fully Served
New York	\$21.84	99%
Wyoming	20.15	92
Vermont	18.88	86
Wisconsin	17.67	80
Alaska	16.50	75
Connecticut	16.22	74
Delaware	16.08	73
North Dakota	15.95	72
California	14.61	66
Nevada	13.79	63
South Dakota	13.79	63
Maine	13.46	61
Hawaii	13.18	60
Montana	12.19	55
Rhode Island	12.14	55
Illinois	11.39	52
Tennessee	11.31	51
North Carolina	11.11	50
Washington	11.06	50
New Hampshire	10.29	47
Alabama	10.01	45
Mississippi	9.98	45
Massachusetts	9.71	44
Michigan	9.14	42
Florida	9.09	41
Arkansas	9.02	41
Kentucky	8.99	41
Louisiana	8.93	41
Minnesota	8.90	40
Arizona	8.88	40
Georgia	8.88	40
New Jersey	8.87	40
Idaho	8.80	40
West Virginia	8.80	40
Pennsylvania	8.68	39
South Carolina	8.42	38
Missouri	8.26	38
Maryland	8.22	37
New Mexico	8.21	37
Texas	8.14	37
Virginia	8.13	37
Oklahoma	8.08	37
Ohio	8.02	36
Indiana	7.92	36
Iowa	7.74	35
Oregon	7.74	35
Colorado	7.73	35
Kansas	7.70	35
Nebraska	7.60	35
Utah	7.40	34
National Average	\$10.98	50%

On average, states spend \$10.98 per student on drug abuse prevention and drug education programs, reaching only half the nation's schoolchildren.

According to a new report prepared by the majority staffs of the Senate Judiciary Committee and the International Narcotics Control Caucus, the federal government's commitment to a comprehensive drug education effort falls far short of what's needed, leaving the states to shoulder the burden.

As a result, only eight states fund programs that reach more than two-thirds of their students.



lator out for a meal. Then they go out and lobby their legislators.

MEA's priorities include a constitutional amendment to protect the retirement funds of education workers, grievance arbitration in all collective bargaining contracts, and a single-payer health care system.

TENNESSEE

Not Tried, Not True?

On the drawing board for Tennessee teachers is value-added testing (VAT), a form of accountability that seeks to rate schools and teachers by quantifying achievement gains.

According to Tennessee Education Association President David Jones, TEA has strong reservations about the VAT concept, which was included in an otherwise sound school reform package passed by the legislature last year.

"Our concern is about how legislators may use the VAT to remove teachers," Jones explains.

VAT proponents say that education can be accurately measured by standardized tests administered to students before and after a given learning experience. TEA's concern, says Jones, is that "as a group of professional educators, we know the problems inherent in ensuring any test's reliability."

OKLAHOMA

Reform: Year 3

Three years after its passage in April 1990, Oklahoma's revolutionary education reform bill, HB 1017, has put nearly a billion dollars of new money into the state's public schools.

A recent nine-page report in the *OEA Focus* lists some of the most dramatic improvements: reductions in class size (limited to 22 in the elementary grades); increases in numbers of support and instructional staff (elementary teachers are up 10 percent; librarians, counselors, special education teachers, up 8 percent); increases in computers.

Less noticeable: salary improvements. The main reason, says OEA President Barbara Smith: school boards too often use money for capital outlay, unnecessarily high reserves, and new teacher hires, instead of salary increases for current staff.

Meet:

T. Berry Brazelton

For nearly four decades, millions of anxious parents have clutched his books like security blankets. Still others tune into his cable television show asking to be answered, hoping to be reassured.

Dr. T. Berry Brazelton, a leader in pediatrics and child development, inventor of the Brazelton Neonatal Behavioral Assessment Scale, and author of books such as *Infants and Mothers, Toddlers and Parents*, and his latest, *Touchpoints*, is the soothing voice of authority.

These days, however, Dr. Brazelton is troubled. He talked about his concerns with NEA Today staff writer Anita Merina in New York.

What troubles you today?

We've created a society where anger and violence are right at the surface, and that's the world in which many parents raise their children. We can't live in a society like this much longer.

There are many stresses on parents. Poor, inner-city parents have been put down for so long. They struggle to rear their children in a world that demeans them, and they find no support from their government or society.

Middle-class parents, too, face serious pressures. They're juggling their personal and professional lives. Many have given up their original ethnic, religious, or family values without replacing them.

Why do you think that is?

Our "melting pot" society hasn't worked for our children because it hasn't valued their heritage or the value system that accompanies their ethnic or religious background. We don't value families, whatever their shape or size, and haven't given them the support they've needed to build healthy environments for their children. That's no way to raise a family.

How do you change this?

Naturally, I'd start with the babies. If we could capture the mother's and father's excitement at becoming parents and make it sustaining, we'd be on our way.

That's where *Touchpoints* comes in. By teaching parents the stages in a child's development and the points when problems are likely to arise, we increase parents' understanding and lift their heavy burden of isolation and helplessness. Parents will realize they're not alone in dealing with these developmental stages and that there are universal ways of responding.

Then, at each touchpoint, parents can realize a sense of empowerment and achievement. A touchpoint becomes a



After Spock, He's U.S.' Top Doc

reinforcing system, not a burden. Parents will become so involved with their children's development that by the time youngsters reach school age, their families will continue their active roles.

What 'touchpoints' can school employees recognize?

I can only speak to the first one—the time when youngsters enter kindergarten. At 4 and 5 years old, children have nightmares and fears. These are touchpoints—signs that the children are struggling with their own feelings of aggression. They get worked up at night.

If you see signs that a kindergarten student is having difficult nights, explain the process to the family and help them learn how to deal with the aggressive

behavior. Also let them know it helps to talk to the child about these fears.

Another touchpoint has to do with a child's sense of identification. At age 4, a child may turn his back on one parent and demand the other. That's a way of identifying completely with a parent while struggling to affirm a personal identity. The child may do the same with teachers, longing to have a male teacher instead of a female. The key is not to feel rejected.

But beyond touchpoints, there's one way all school employees can help students of any age. Build the children up.

We're not always aware of how we put people down, or what damage that can do.

What is the school's role?

Schools are a place to continue the work begun with parents.

Schools need to be more family-oriented, addressing the needs of the parents

as well as the children. School employees should be retrained to reach out to the family.

I know that school employees can't do it all, nor should we ask them to. Perhaps what I'm suggesting is a multi-disciplinary family center that works with parents at the same time schools are working with children. We also need to give school employees enough money, materials, and community support to strengthen their schools.

How can we get this change underway?

Change will happen only if communities get behind schools. Parents have to be part of the solution by getting involved, and communities and governments have to lend their support as well.

What do you think of school-based health clinics?

They're terrific, and there should be many more of them. I'd want to take them even a step further and create a community center for all services, with health checkups, immunizations, wellness programs—everything—right there. These clinics would be run by multidisciplinary teams whose sole function would be the health and welfare of students.

The clinic's efforts would also be synergistic with the entire school, so health care and education would constantly reinforce one another.

And when the time came for children to

start day care, that facility would be right there, too, so a child could move from there directly into Head Start or school. That would create a sense that the community's built around the parent and child. That's what we as a society should offer all parents.

You have a popular television show, yet you're a harsh critic of television for kids. Why?

Television is a powerful medium—the popularity of my show is an example of

that. But television is also powerful in a more negative way. Kids are just exhausted by it, because so much of what they see is sex and violence. Until programs are more responsible, children shouldn't watch more than an hour a week.

And it's not just entertainment programs that are irresponsible. Aggression in children doubled after the Gulf War. Why? It was a television war, and parents rarely paid attention to what their children were seeing because they were watching news programs.

Parents have a major responsibility to limit television for children and also to watch television with their children so they can explain what's on.

touchpoints
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T. BERRY BRAZELTON, M.D.

RESOURCES

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LITERATURE

Teaching Tips for Using Audio Cassettes in Literature Classes: A Teacher's Guide from Penguin USA. Rose Reissman. Presents activities for using recorded literature to engage learners in reading via their auditory and spatial learning styles. 13 pp. Free to middle and high school teachers and librarians from Penguin USA at 212/366-2372.

SCIENCE

Dinosaurs, A Celebration . . . 1. Terrible Claws and Tyrants, 2. Egg Stealers and Earth Shakers, 3. Bone-Heads and Duck-Bills, 4. Horns and Heavy Armor. Marvel/Epic Comics. A carefully researched



study of the history of dinosaurs in color comic-strip format, presented in four volumes. About 47 pp. each. \$4.95 each. Order by credit card from Matthew Ragone at Marvel Comics (no p&h charge), 212/696-0808.

Photovoltaics: Energy from the Sun (FS231) and Electric Vehicles (FS234). Conservation and Renewable Energy Inquiry and Referral Service (CAREIRS). Fact sheets that bring readers up to speed on their title subjects. Respectively 7 pp. and 10 pp. Free. CAREIRS, P.O. Box 8900, Silver Spring, MD 20907, 800/523-2929.

LANGUAGE ARTS

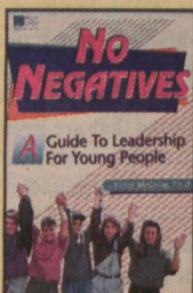
Beyond the "SP" Label: Improving the Spelling of Learning Disabled and Basic Writers. Patricia J. McAlexander, Ann B. Dobie, and Noel Gregg.



Briefs teachers on how to analyze individual students' spelling errors and coach them on strategies to overcome them. 90 pp. Stock no. 02891-0015. \$11.95. National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1096.

COUNSELING

No Negatives: A Guide to Leadership for Young People. J. Victor McGuire. A reader participation guide that kids can use to identify personal strengths and abilities in a non-threatening format. 134 pp. \$12.95 (add 10% for p&h). Spice of Life Educational Publishing, P.O. Box 8758, Portland, OR 97201.



Careers Without College: Computers. Linda Williams. Describes five high-growth jobs in the computer field that do not require a four-year college degree. Peterson's. 87 pp. \$7.95. From booksellers or by mail from Peterson's at 800/338-3282 (add \$3.25 p&h).



EQUITY

How Schools Short-change Girls.

American Association of University Women/NEA. Documents how girls fail to receive the same quality or quantity of education as boys and



recommends 40 actions that could lead to more equitable treatment. 118 pp. Stock no. 2501-6-20-FF. \$16.95. Order before March 15, 1993, and get the special sale price of \$8.48. NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200, FAX 203/933-5276.

For more good deals on education books, turn to the NEA Professional Library's special pull-out section.

The
Harold W.
McGraw, Jr.
Prize in
Education

RESOURCES

TV Tips

Americas—PBS, Tuesdays through Feb. 23, 10-11 p.m. ET. Continuation of a 10-part series examining issues, events, and ideas that have shaped modern Latin America and the Caribbean.

Caribbean Cool—TBS, premieres Sunday, Feb. 7, 10-11 p.m. ET. World of Audubon Special on parrots: in the

Caribbean, they represent conservation and national pride.

The American Experience—PBS, Monday evenings, 9-10 p.m. ET. Feb. 8: "Rachel Carson's Silent Spring." The story of one woman's cru-



sade against unregulated use of DDT and other pesticides and herbicides. Feb. 15: "The Johnstown Flood." The story of one of our country's worst natural disasters—the flood that struck Johnstown, Pennsylvania, in 1899.



Stanley Freeman

Queen—CBS, Sunday, Feb. 14, Tuesday, Feb. 16, and Thursday, Feb. 18, 9-11 p.m. ET. Six-hour drama on the paternal family history of author Alex Haley, particularly his half white, half Black grandmother Queen.

For a study guide from KIDSNET, contact your local CBS affiliate.

Keepers of the Wild—PBS, Wednesday, Feb. 17, 8-9 p.m. ET. National Geographic Special profiling eight of the world's most unusual animal keepers and their changes.



Mary Pearsall/National Geographic

Three who make a difference: Announcing the 1992 winners of the McGraw Prize in Education.



The Harold W. McGraw, Jr. prize was established in 1988, in celebration of McGraw-Hill's 100th anniversary and in honor of our chairman emeritus.

Each year, up to three \$25,000 prizes are awarded to people who have made a difference in education.

For 1992, the Board of Judges selected these three individuals for distinguished contributions to the advancement of education.

Dr. Shirley A. Hill



The way math traditionally has been taught—through memorization, drill and practice—has failed to arm students with the understanding they need for success in a world increasingly reliant on science and technology. Challenged to revitalize and restore American student achievement, Shirley Hill, as president of the National Council of Teachers of Mathematics in the 1980s, developed a blueprint for reform.

The mathematics-curriculum standards she helped to formulate stress reasoning and creativity, the use of computers and problems that reflect students' interests. Designed to help all students build broad-based mathematical power, the plan is today accepted across the nation.

Dr. Hill, Curators' Professor of Education and Mathematics at the University of Missouri-Kansas City, has rallied public support for mathematics education, which is key to scientific competency and economic growth in the 1990s and beyond.

Dr. Thomas W. Payzant



As superintendent of San Diego City Schools, Thomas W. Payzant runs America's eighth-largest urban system and one of its most ethnically diverse. Students speak more than 60 different native languages. One in ten requires special education courses and many come from disadvantaged families.

For a decade, Dr. Payzant has met the needs of San Diego students, parents and teachers while coping with increasingly difficult budgetary demands. He instituted a rigorous college-preparatory curriculum, helped schools take on a larger role in their governance and strengthened the district's commitment to raising the scholastic achievement of all children. He was instrumental in initiating a program linking schools directly with public agencies that provide services for students and their families.

National school reform

requires vision, innovation and superintendents like Dr. Payzant who focus on better use of resources and forge workable coalitions.

Dr. Edward Zigler



Edward Zigler was co-founder of Head Start, the federally funded program that has helped ensure greater numbers of children enter school ready to learn. That program has improved the self-esteem, nutrition and socialization skills of 12 million youngsters from poor families since 1965.

Now, Dr. Zigler, Sterling Professor of Psychology at Yale University, has created a program that includes the needs of elementary-school-age children as well. His Schools of the Twenty-First Century, using existing public schools year-round, provide early childhood education, along with sound nutrition, parent education, and before- and after-school activities for elementary-school students. Children enrolled in these schools have a more positive attitude toward learning, a reduced need for special education and a better attendance record.

For 30 years, Dr. Zigler has been instrumental in helping children from all backgrounds receive the care and learning experiences essential for success in school, and in life.

For more information, write to The Harold W. McGraw, Jr. Prize in Education, McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020.



McGraw Prize Board of Judges

Ernest L. Boyer, Joseph L. Dionne, Hanna Holborn Gray, Fred Hechinger, Harold Howe II, Dan Lacy, William J. McGill, Harold W. McGraw, Jr., Robert P. McGraw, Alan Pifer, Lois Dickson Rice and P. Michael Timpane.

Healing and the Mind, With Bill Moyers—PBS, Monday, Feb. 22, 9-11 p.m. ET., Tuesday, Feb. 23, 9-10:30 p.m. ET., and Wednesday, Feb. 24, 9-11 p.m. ET. A

look at both the body's capacity for self-healing and ancient healing techniques practiced side-by-side with modern technologies.

Portrait of a Teacher—Lifetime, Wednesday, March 3, 8-9 p.m. ET. A showcase spotlighting several teachers with unique approaches to educating and motivating students.

These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, DC.

Teacher TV

Teacher TV, the weekly magazine-style program coproduced by NEA and the Learning Channel, continues its winter run of 13 new programs that started January 17. All programs air on Sundays, 6-6:30 p.m. ET.

Feb. 7: "Throwing Out Rigid Structures." A California middle school organizes instruction in a new way, and two Kentucky elementary schools experiment with ungraded classes.

Feb. 14: "Higher Expectations—Foiling the Bell Curve." Some schools no longer use tracking but set high expectations for all students. Other schools have no-fail policies—all kids work until they successfully complete each grade or master each subject. The point: if you expect students to succeed, they will.

Feb. 21: "Restructured School—A Thorough Look." A California middle school redesigns its curriculum and daily schedule to make learning more interesting and relevant.

Feb. 28: "Students and Teachers as Researchers." A look at teachers involved in "action research" and students involved in highly sophisticated research projects.



This Year, 8,000 Kids Are Getting A Few Things That Aren't On The Menu.

For the fourth straight year, all the McDonald's® restaurants in Austin, Texas have helped to coordinate a successful drive that's now provided over 8,000 underprivileged children with necessary school supplies.

And the good folks in Austin are not alone. All over the country, McDonald's owners and employees have set up local programs with their schools to improve study skills, raise grades and lower drop-out rates.

Which means that for thousands of students, like the needy kids in Austin, the simple phrase, "What you want is what you get™" applies to a great deal more than burgers and fries.



Health



Evelyn Davis, M.D., is assistant clinical professor of pediatrics at Harlem Hospital in New York City,

where she directs a clinic for children with behavioral and developmental problems, including those traceable to in utero exposure to drugs. She's also medical director of the Harlem Hospital Therapeutic Nursery, a preschool program for cocaine-exposed children run jointly with the New York City Board of Education.

You don't call the cocaine-exposed kids in your programs "crack babies."

Never. No one at Harlem Hospital does. It's a stigmatizing term that conjures up a singular picture—created by the media—of minority kids so distressed they're bouncing off the walls.

So who are we talking about?

Children who were exposed before birth to cocaine and other drugs—usually alcohol—through their mothers' drug use. Eleven to 13 percent of the newborns in this hospital test positive for cocaine at birth.

Do you see these cocaine-exposed babies in your clinic?

About 10 percent of them. The cases in my clinic are referrals from general pediatricians, who seem to think that 90 percent of cocaine-exposed babies are OK.

Do you disagree?

Yes. I think many cocaine babies have subtle neurological problems that are overlooked during a general pediatric exam. They'll often show up when a child is about 18 months old.

How are cocaine babies different from other babies?

They may display some tremors or irritability, but unlike heroin- or methadone-exposed babies, they don't have withdrawal syndrome.

Still a three-pound baby is not normal. Cocaine-exposed babies have a greater than average chance of having low birth-weight, being premature, and being hypertonic—having stiff joints. If hypertonicity persists, it's diagnosed as cerebral palsy.

Of the cocaine-exposed children in my clinic, 90 percent—really all—are late in learning to talk; a third are hyperactive; 37 percent show delays in gross motor skills. They also show an

Information about health factors that affect the way students learn.



COCAINE BABIES

GROW UP

incredible incidence of sleep disturbances and night terrors.

It's after the first birthday that we begin to see emotional and intellectual abnormalities.

Haven't you reported on a connection between prenatal cocaine exposure and autism?

Yes, that's been the most shocking finding of all. In a retrospective review of the first 70 cases of cocaine-exposed children I evaluated, I found that 11.4 percent met the clinical criteria for autism. That's a rate of 1,140 cases per 10,000 live births, compared to a worldwide rate of 3 to 7 cases.

Autistic children and those who've been exposed to cocaine both show disturbances in circadian rhythms. I wonder: are the same neural structures damaged in each case?

What about the argument that a chaotic home life is as much a source of the problems of cocaine-exposed children as drug exposure before birth?

There's a big battle in the medi-

cal community over the relative contribution of drugs and the environment to the problems of cocaine children, and I'm in the middle of it.

Seventy-five percent of the children in my clinic live in foster homes, which are mostly excellent, because we've recruited many of the families.

Of course, the environment plays a tremendous role in children's behavior, but I'm impressed by the number of children who come from these good homes and still have behavioral and developmental symptoms. I want to look at the issues in a biological way—find out

what the drugs do to children's neurological structures.

We just received a big grant from the National Institute on Drug Abuse to trace and assess 325 cocaine-exposed children and matched non-exposed children. All of them were born in 1986, the year after the crack cocaine epidemic hit Harlem.

We'd like to find out where these exposed children ended up.

What have you learned from running a preschool for cocaine-exposed kids?

Early intervention—by teachers and social workers—works. For instance, these children all have language problems—some don't speak at all—but they blossom with intervention.

We've also learned that cocaine-exposed children need customized environments—for some, more stimulating than they're used to; for others, less stimulating. But they all need consistent, predictable responses from teachers and care givers.

In terms of toys and learning materials, we believe in using

basic materials, not a wide variety. We want the children to use their imagination and experience.

When they use baby dolls, for instance, instead of giving them doll clothes we give them pieces of cloth. They can say the cloths are diapers or blankets or washcloths or whatever. You can hear their vocabularies develop as they play.

What hints do you have for school policymakers—boards, administrators?

There have always been children in the school system who are impulsive, hyperactive; who don't get along (won't share, for instance); who won't listen.

In the past, when there were one or two such children in a class, good teachers could deal with them. They can't now.

Today the schools are being inundated with children with behavioral problems—10-12, a third of the class, is not unusual.

The structure of the classroom and the ratio of adults to children has got to change. Classes must be smaller or there must be additional adults—or both.

Also, I think school personnel need to be trained in understanding what's going on in the home. Social workers should be assigned to every school staff, and teachers should be trained to work with them. If teachers don't see children in their home environments, I don't think they'll be able to reach them educationally.

We have a new Administration in Washington. What do you think it should do about children and drugs?

We need to put the needs of children at the top of our agenda, where they haven't been for a long time. As for drugs, we have to change from an interdiction to a medical treatment model. No matter how many people we put in jail, drugs continue to pour into our society. When the crack epidemic is over, something else will replace it.

Do you favor legalizing drugs?

No, but I don't believe in what we're doing now because it doesn't work.

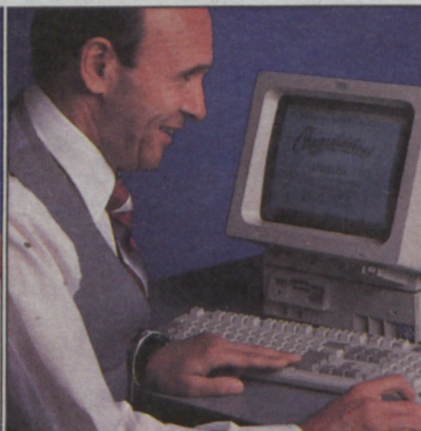
The mothers who are most likely to abuse crack are not young teenagers, but older women, 26-28, who've hit rock bottom. We have to convince all our citizens that there is something worth living a drug-free life for. A new Administration can start to do this by setting the tone, by choosing to support programs that help people.

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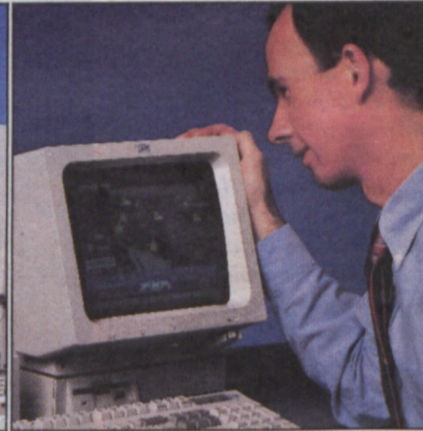
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TRENDS

**'Live' Issues
Draw Voters**

America's much maligned voters poured out in record numbers last November, showing that, after three decades of declining interest, most of the population cared enough to vote for President.

The estimated 55 percent of the electorate that voted was the highest proportion since 1972. Political analysts say the three-way race, along with its focus on pocketbook themes and the need for change, attracted voters.

Overall, 78 percent of voters surveyed by CBS News said this campaign was interesting; only 17 percent found it dull. In 1988, just 42 percent said the election was interesting; 52 percent, dull.

No Big Spender

The U.S. offers ample proof that a nation's wealth is no indication of its spending on education. One of the world's richest countries, the U.S. is only average in elementary, secondary, and higher education spending.



Out of 24 industrial countries, the United States ranks first in gross domestic product (GDP) per person, says a new report from the Organization for Economic Cooperation and Development. But we're thirteenth in combined public and private education spending, putting just 5 percent of our GDP into all levels of schooling.

In contrast, Canada, Norway, Finland, and Denmark each spend significantly more than 6 percent.

'All Work and No Play'

The old adage "all work and no play makes Jack a dull boy" is getting new attention from key policymakers.

Recent studies, including one sponsored by the William T. Grant Foundation, show academics suffer when kids take jobs. Working "lowers educational expectations . . . and results in poorer class attendance

and less time spent on homework," says one of the report's authors.

The nationwide Child Labor Coalition proposes a minimum age of 14 for employment—except for farm work—and wants to limit the oldest high schoolers, aged 16 and 17, to 20 hours of work a week when school is in session. At present, 11 states have a lower-than-14 age limit.

According to the *Wall Street Journal*, some 5.5 million kids—more than 25

percent of all 12-to-17-year-olds—are employed. More than 600,000 12-to-13-year-olds work.

Women in Combat?

The armed forces, where officers were long expected to be gentlemen, are at a crossroads. The institution is struggling to find a place for its growing ranks of women.

As of June 30, 209,494 women—making up 11.3 percent of all service

members—were serving in the military, up from some 160,000 in 1980, according to the Department of Defense. The number has dropped from a high of 240,000 in 1989.

Women's growing participation raises issues of their appropriateness for combat duty. A recent presidential commission has recommended banning women from most combat roles. Another new concern: whether to continue sending parents of young children into battle.

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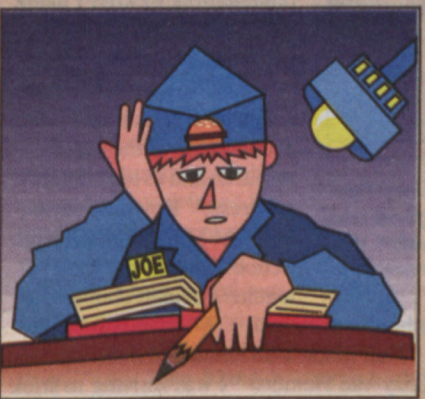
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NEA-2-93

**Dual-Career Associates'
1991 average incomes***

Top Associate	\$127,566
Top 10	53,071
Top 25	36,886
Top 50	27,465

*Calculated from actual earnings reported to
the U.S. Internal Revenue Service for 1991.



PLANTING THE SEEDS

It was a sunny day in June when nearly 500 people gathered at Fisher Elementary School in Marshalltown, Iowa, to celebrate.

Teachers stood next to business leaders, custodians next to parents, students next to firefighters and school board members and bus drivers. Linking hands, they formed a human chain around their neighborhood school.

The crowd cheered, while a pilot took aerial photos. Adults gave speeches, and students put on skits. Then they all picnicked and partied and slapped one another on the back.

The occasion? Not your typical pep rally or groundbreaking or building dedication. Hands Across Fisher School was, in a way, all these things—but it was also one more.

That day the community gathered to announce: "We're in the business of improving education here—and we're in it together."

Today, thousands of NEA members in communities all over Iowa are reaching out to natural allies, neutral neighbors, and traditional enemies—all in the name of school reform.

The effort has made Iowa the first state in the nation to use collaboration as a statewide strategy for change. Early reports show it's working.

Welcome to the heartland. Cornfields, silos, wide open spaces broken up by occasional manufacturing plants, truck stops, and cities.

Traditionally: good schools, college basketball, solid middle-American values.

In the '80s: plant closings, farm foreclosures, and poverty.

"Today's schools aren't the schools they were 20 or 30 years ago," says Iowa State Education Association President Angie King. "We have kids here who are desperately needy. We have to change the way we provide education."

"I'm not talking about putting halogen headlights and a sunroof on the old Model T," King emphasizes. "We have to change the whole system."

That realization hit a lot of people in Iowa at roughly the same time. And they spoke up—at town hall meetings across the state, at ISEA gatherings, at meetings

of business and labor leaders, and at the state capital.

Out of that dialogue emerged, in 1987, a piece of landmark legislation. Governor Branstad's Excellence in Education Act poured \$200 million in new money into education over five years.

But not into general education coffers. The money went to teacher salaries, then to small grants for teachers with innovative ideas. Each grant application had to be jointly developed and approved by the local teacher Association and school board.

At about the same time, between 1985 and 1990, NEA named two Iowa school communities as sites for experimental efforts to restructure education. Paul Norton School in Bettendorf became an NEA Mastery in Learning school, and the entire Marshalltown school district became one of NEA's first Learning Labs.

NEA's Iowa state affiliate, ISEA, was busy, too. ISEA issued its own report calling for comprehensive change, then worked hard behind the scenes to help report writers from the Business, Labor, and Education

Roundtable understand what education in Iowa truly needed.

"It wasn't easy," King recalls. "We left some of the early meetings just gnashing our teeth about the ignorance we encountered. But we went back to the next meeting."

"There were times when I saw people's faces in that room lose all their color," says Iowa businessman Jamie Vollmer, head of the Roundtable. "But those people didn't stonewall or walk out. The conversation continued."

In late 1990, ISEA set up a network of school districts committed to school transformation. At the group's first conference, the NEA state affiliate invited teams from 28 districts. Each team included teachers and other school employees, administrators and school board members, parents, and community leaders.

A year later, with leadership and support from ISEA, the state-level groups representing all the constituencies involved in reshaping Iowa's schools formed the New Iowa Schools Development Corporation, the nation's first non-profit corporation dedicated to supporting



"The resources are here," says teacher Karen Jennings-Boland.



First grade teacher Karen Davis: "We're not afraid of feedback anymore."

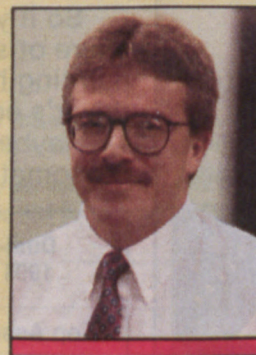
local school transformation efforts throughout the state.

"What you have here," explains Iowa Department of Education staffer Ted Stilwell, "is a shared commitment to change among groups that are normally very good at protecting the status quo."

Even business leaders—first interested solely in merit pay and test-based accountability—now publicly praise teachers and their organization.

"The role ISEA played in fostering collaboration was breathtakingly unique," says Jamie Vollmer, former president of the Great Midwestern Ice Cream Company. "It's been a great service to education in Iowa."

"What can I say?" shrugs ISEA Executive Director Fred Comer. "We realized we agree on more things than we disagree on."



Math teacher Gary Van Hemert says reform revitalized his career.

rooms?

In ways both big and small. A few examples:

► At Sawyer Elementary in Ames, local stakeholders have agreed to a simple goal: improving students' writing skills. To that end, they've pooled their innovative grant money and hired consultants, bought books on the subject, and sent teachers to workshops.

"I look at my students' writing samples regularly," says third grade teacher Liz Bowman. "If I see that the kids aren't staying on topic, or are making mistakes in punctuation, or aren't using good describing words, we'll practice that."

"Having a building goal keeps us much more accountable to the current research and to our students' progress," Bowman says.

► At Marshalltown High School, a committee of teachers helped choose the

school's principal.

That made a difference to math teacher Gary Van Hemert. "I was starting to stick

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- Fisher School will develop communication systems that promote a partnership between home and school.
- A decision-making process to address school change will be established, understood and well-known by all stakeholders.

REAPING REFORM

d O f

Iowa's educators heard a voice whispering, "If you build it, change will come." So they gathered all the big players with a stake in public education and built what no other state has. Iowa's schools will never be the same.



"Children are participants now," says third grade teacher Liz Bowman, "and so are we."

more people involved." Business leaders who say, "We have to be hip to what it's like to be an educator."

State department of education staffers who say, "When regulations get in the way, call me up and make me an offer." Association leaders and staff who say, "It's part of our job to help our members improve the practice of education."

And teachers who say, "I never dreamed that I would sit down at a table with administrators, principals, the superintendent, and some of my colleagues—and that we'd all be equals."

—Stefanie Weiss

Getting Started

Stan Burke, UniServ director for Marshalltown and Ames and dozens of schools in between, is one of many Iowa State Education Association staffers knee-deep in the state's growing reform movement.

To Burke, the essential building blocks for successful school reform are simple to list, hard to achieve. He rattles off five biggies he says "will get others off on the right foot."

1. Change has to be systemic. That means all parties—all stakeholders—must be represented. Sounds simple, but people don't often do it.

2. People must have training in group process skills. You've got to let your roles drop. You're all there as people who care about what you're doing.

3. You must have a vision that anchors you—one that everyone agrees on.

4. You need a good research base. You've got to know what good practice is and what your specific needs are.

5. You need to build in support—time and money. You'll need the money to buy time and outside assistance.

Once you've got these five items down, Burke says, "you can begin to work on issues that affect student learning."

my head in the sand, close my door and teach." After serving on the principal selection committee, Van Hemert says, "Now I feel I have a chance to participate. I feel more responsible, more accountable. My morale's up, and that accounts how I teach."

► Wednesday afternoons at 2, students in Ames are dismissed early so teachers can attend staff development sessions from 2 to 4:30. Says Assistant Superintendent for Curriculum and Instruction Nina Carran, "We've moved from putting our investment in textbooks, and materials, and stuff to putting our investment in people."

► Access to research and more teacher collaboration have convinced faculty members to create more student-centered methods, using techniques like cooperative learning.

"I'm recreating my course objectives," says John Blake, a veteran high

Fourth grade teacher Marie Schropp: "So much has changed, it's hard to say what's the same."

school chemistry teacher. After opening his door to new ideas, Blake says, "I started to feel I wasn't doing the job I should be."

► Another Ames innovation: peer coaching. By agreement, tenured teachers may choose between contractual evaluation procedures or "peer coaching." If they choose coaching, they work with their principal to teach a lesson. The principal teaches the lesson to a section, the teacher teaches it to a section, then they compare notes. The point is to improve practice, not to judge.

Teachers who want to watch good practice in neighboring classrooms get

quick support from administrators, who help cover classes.

► At Fisher Elementary, parents

There are many more changes: teams working to coordinate social services for preschoolers in their neighborhoods; staff meetings that focus on instruction, not lunch duty; true community involvement.

There's new money and support. Despite the recession, the state legislature recently gave \$250,000 to the New Iowa Schools Development Corporation, which turned half the money over to six districts. Among other things, the grants will help create regional learning centers in northwest Iowa and allow more emphasis on math and science in Monticello.

Involvement is widespread. More than 50 districts are part of ISEA's network for change now—that means thousands of teachers and half the students in the state.

And there's a sea change in attitude. There are administrators who say, "We want to share the decisions, we want

"Now we have a license to try things," says Fisher Elementary teacher Debra DeSchamp.



Math teacher Joan Moore chairs almost daily school improvement team meetings.



Photographs by Paul Hiscocks



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Henry David Thoreau

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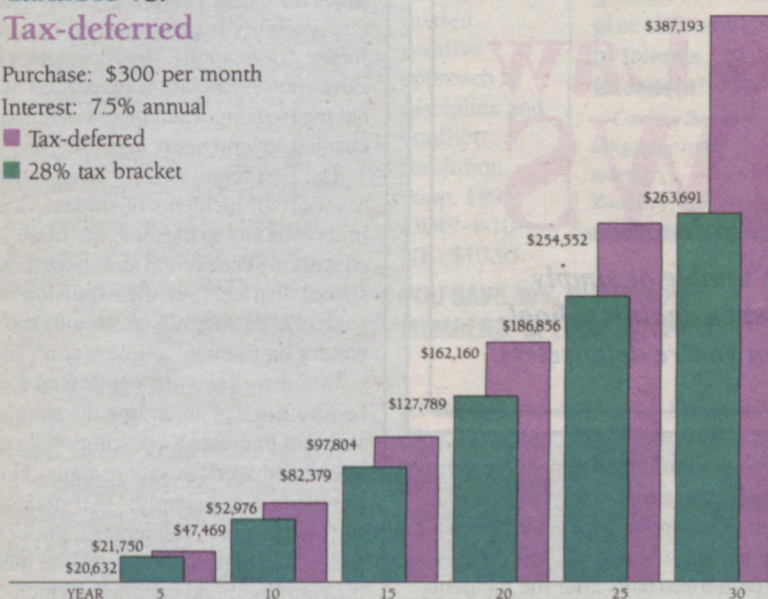
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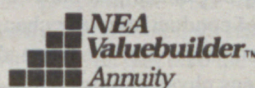
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LEGAL TIMES

These days, teaching school can be hazardous to your health. Figures available on secondary teachers show that every month, 5,000 of them are the victims of physical attacks and another 100,000 are physically threatened.

But school employees are mad as hell, and they're not taking it anymore. In increasing numbers, they are hauling assailants into court, seeking stiff prison terms, demanding compensatory and punitive damages, and even obtaining restraining orders.

Take the case of Nancy Hayden, an elementary school principal from Louisiana. When an irate parent smashed her in the face with a broken wine glass at the annual school picnic, Hayden pressed criminal charges. The perpetrator was convicted of aggravated battery and sentenced to six years "at hard labor."

The high school student who attacked Illinois school bus driver Darlene Marasco didn't fare much better. The student became angry and abusive when Marasco asked him to put out his cigarette before boarding the school bus. The next day, the same student, plus several of his buddies, lay in wait and stoned Marasco's bus after she dropped off her last rider.

Rocks thrown into the bus hit Marasco in the head and neck. The student was convicted of aggravated battery—a felony—and was sentenced to two years and nine months in prison.

Criminal prosecution can be one effective means of dealing with violent students; it's difficult to beat up a teacher or bus driver if you're sitting in jail. And many states provide more severe penalties for physical assaults on school employees or on other public servants such as police officers and firefighters than on ordinary citizens.

Pennsylvania is typical. In that state, it's a felony to intentionally "cause bodily injury to a teaching staff member ... or other employee" of a school who's "acting in the scope of his or her employment."

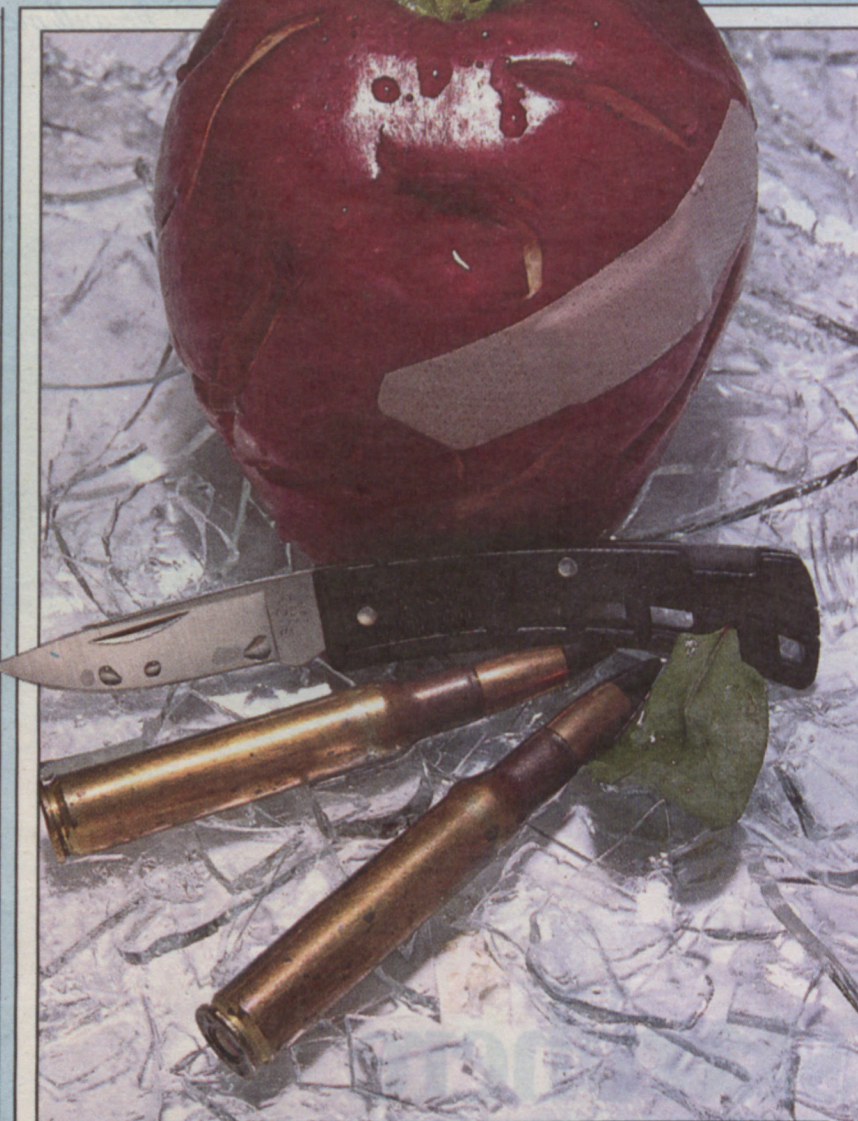
But prosecuting assailants after the fact really doesn't address the more prevalent problem of verbal abuse and threats directed toward school employees. How do you deal with that problem?

The answer depends on the nature of the offensive language used by the student. The courts make a distinction between using "merely" abusive language, e.g., calling teachers "bad" names, and actually threatening physical violence.

The Supreme Court has made clear that school officials are free to punish students for using offensive or inappropriate language in school, but criminal prosecution for such language is more difficult.

Courts in at least three states—Washington, California, and Florida—have struck down on First Amendment grounds state laws making it a crime to use insulting or abusive language to school employees.

In *State v. Keyes*, for example, a student was prosecuted for calling a teacher a "m----- f-----" under a Washington state law making it a misdemeanor to "insult or



PROTECTING YOURSELF

What The Law ALLOWS

All too often, school officials are unable or simply unwilling to stem the tide of violence against school employees. But this needn't mean you're defenseless.

verbally abuse a teacher on school premises." The Washington Supreme Court overturned the student's conviction, holding that the statute was unconstitutionally vague and overbroad.

Similarly, in *Ketchens v. Reiner*, the California Supreme Court struck down a state law making it a crime to "upbraid, insult or [verbally] abuse any teacher."

While the only real remedy for using vulgar or abusive language with school employees may be punishment under a school's code of conduct, the rules change when the student steps over the line and actually threatens physical harm.

One NEA local, Madison Teachers Inc. (MTI) in Madison, Wisconsin, has come up with a novel solution for dealing with students who threaten school employees.

As MTI Executive Director John Matthews tells it, local members had become frustrated by a school board policy limit-

ing the maximum punishment for student misconduct to a three-day suspension. A student who threatened a teacher with bodily harm could be back in the teacher's classroom three days after the incident.

So MTI took matters into its own hands: three years ago, MTI began filing "harassment" charges with the local circuit court against any student who threatened to injure a teacher. Rather than pursue criminal charges, however, the teacher simply asked for a restraining order or injunction to keep the student from having any contact with the teacher.

MTI has gone to court 11 times and each time was able to obtain an injunction. The types of student threats that the court found justified an injunction included the following: "I'll kill you"; "Do you want this pencil stuck in your eye?" "You better watch it, lady, or I'll shoot you"; "I'm going to beat your ass"; and

"You're dead."

Physical acts that the court held warranted an injunction included punching or pushing a teacher and swinging a chair at a teacher.

Any violation of the terms of the court's order is punishable by a \$1,000 fine or 90 days in jail, and MTI's Matthews reports that, to date, no student has violated an injunction.

Laws vary from state to state, and it may not be possible to replicate the MTI success in other jurisdictions. But it may be an option for some NEA locals frustrated by official inaction.

Criminal sanctions are not the only remedies available to school employees assaulted by students; they also can recover compensation for their injuries.

In almost every state, school employees are covered by workers compensation laws which provide varying degrees of compensation for injuries incurred in the course of employment.

The downside to such laws is that courts generally have ruled that workers compensation is the exclusive remedy for worksite injuries, so the employee is precluded from suing the school employer for negligence in not providing a safe workplace.

These court decisions, however, do not necessarily preclude a lawsuit for damages directly against student assailants and parent(s). Several states, including Wisconsin and Oregon, permit persons injured by the willful acts of minors to sue the minor and his or her parents.

While insuring safe schools is primarily a local responsibility, several states have taken action to insure that this responsibility is being met. In New Jersey, for example, the New Jersey Education Association succeeded in having two important pieces of legislation enacted several years ago.

The first requires local school districts to report all incidents of student violence in the schools to the state board of education. The second mandates that local school districts seek the expulsion of any student who commits an assault and battery on a school employee.

In California, voters approved a 1982 ballot initiative amending the state constitution to create a constitutional right to attend and work in safe schools. The provision states simply: "All students and staff of primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful."

Unfortunately, the California courts later ruled that the amendment was not "self-executing", meaning that it was not enforceable without some additional enabling legislation enacted by the California state legislature. Legislation was introduced last year to require each school in the state to develop and implement a "safe school plan."

The bottom line is this: school employees who are the victims of threatened or actual violence need not—and should not—give up hope just because school officials fail to protect them.

—Michael D. Simpson
NEA Office of General Counsel

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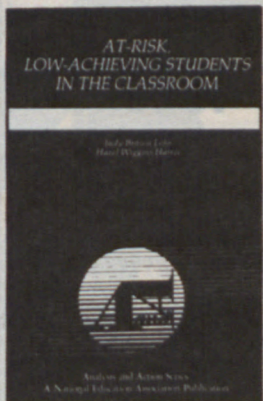
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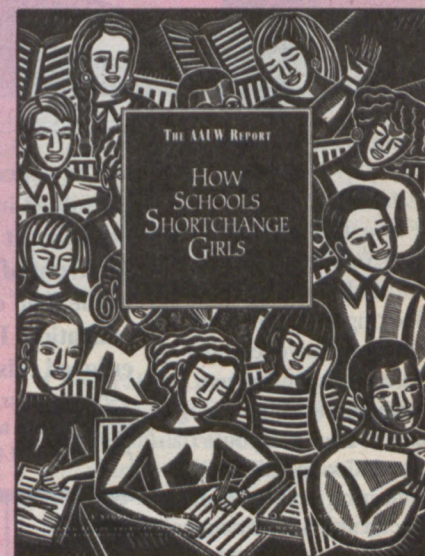
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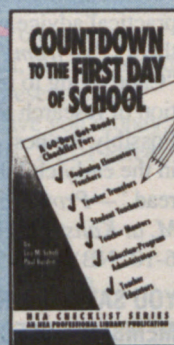
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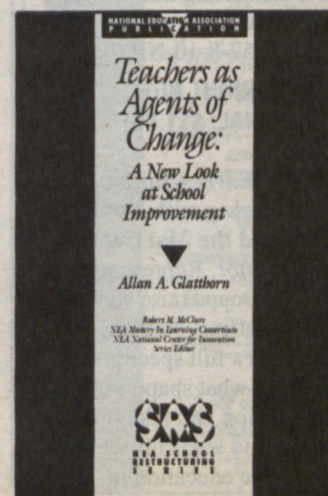
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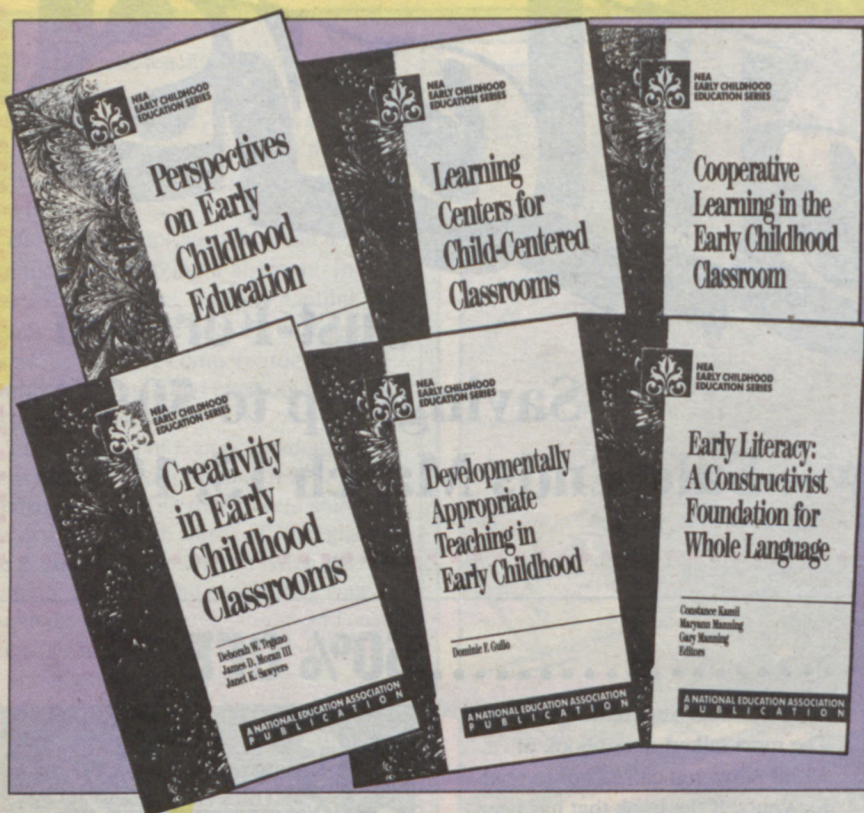
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Allan A. Glatthorn. This "teacher-friendly" handbook uses research to show how you can take the lead in restructuring classroom instruction, school culture and climate, home-school relationships, and collegial relationships. 208pp. 1992. (1853-2-10-NB) \$16.95

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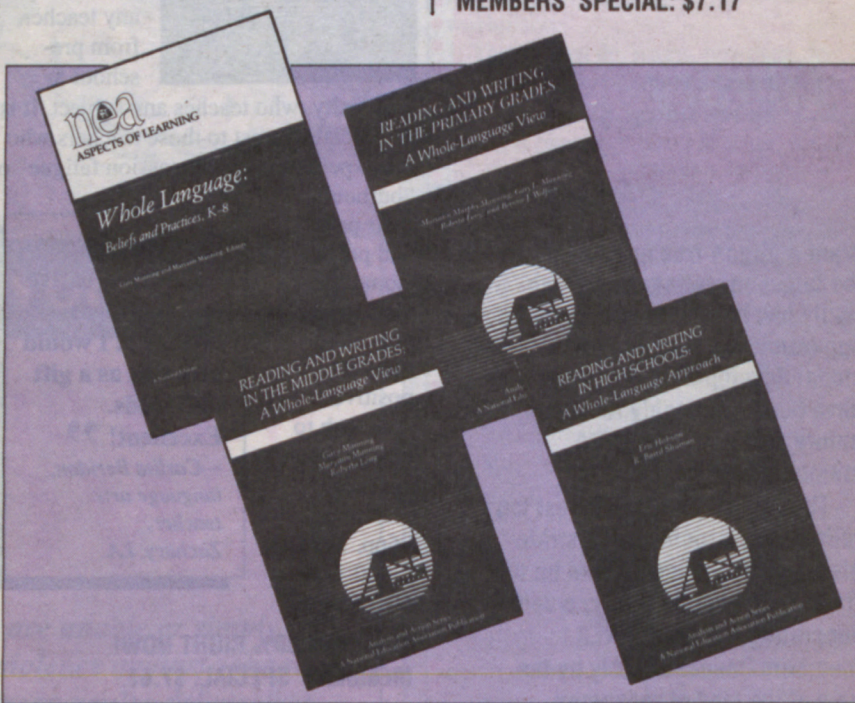
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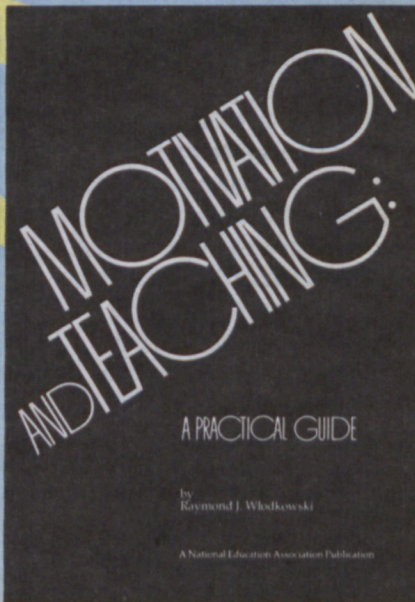
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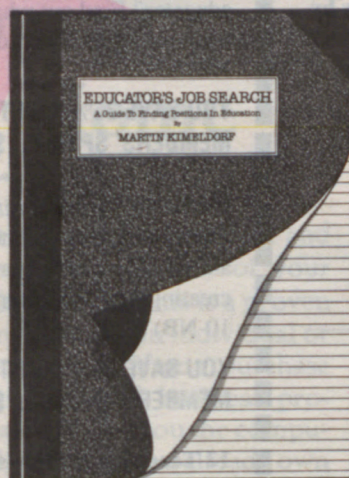
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LOOKING AHEAD TO RETIREMENT

Helping Hands



Across the nation, NEA-Retired members are putting their experience and energy to work as volunteers.

homework hotline. Over 30 volunteers work 10 lines Monday through Thursday evenings, answering more than 200 questions a night.

"It's very rewarding. You can almost 'hear' the lightbulbs go off in their heads," says Marie Theerman, local president and hotline volunteer. "It's the fun part of teaching—without the lesson plans and endless staff meetings."

Although helping in educational matters seems a natural for retired Association members, it's not the only outlet for NEA-R members' energy. In Maine, the MRTA's 16 county units are serving as consumer watchdogs and clearinghouses for information on services available to all older Maine residents.

"We're a rural state, and everything we do is on a limited budget, but York

County was able to put together and print a very professional booklet on public services to older people," says Maine's Ritter. Members distributed the booklet, free of charge, in churches, doctors' offices, and senior centers.

Nobody knows the total dollar value volunteer work adds to the economy, but estimates run into the tens of billions. The North Carolina Retired School Personnel Association is currently surveying its members to learn how many hours they contribute to the community.

"We're not just sitting in our rocking chairs. You name it, our members are doing it," says Emma Carr, chair for Community Participation. "We're a valuable asset, and we want to share our expertise with the community."

Although the community benefits

when retirees volunteer, the biggest winners are the volunteers themselves.

Says Carr, "Volunteering improves your feelings of self-worth and self-esteem. Being around young people keeps you feeling young."

Finding Volunteer Opportunities

There are plenty of excuses for not performing community volunteer work, but lack of opportunity isn't one of them.

First, contact your state's nearest NEA-Retired chapter to find out what activities it organizes. Remember that the geographic areas served by Retired chapters don't necessarily correspond to school districts. Just because your district doesn't have a Retired chapter doesn't mean one isn't close by.

If no Association opportunities exist nearby, don't give up. Forty-four states have a Governor's Office on Volunteerism. Check the state government section of your phone book.

Another source of information is the Points Of Light Foundation, a national, non-profit, community service organization. It operates a 24-hour toll-free hotline (800/879-5400) to help you find activities in your area.

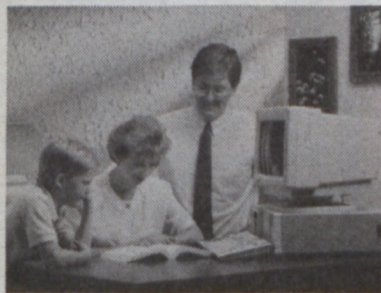
Or check out one of these books:

Volunteerism: The Directory of Organizations, Training, Programs and Publications. Edited by Harriet C. Kipps. Bowker, 1991.

Volunteer! The Comprehensive Guide to Voluntary Service in the U.S. and Abroad. Published jointly by the Council on International Educational Exchange and the Council of Religious Volunteer Agencies, 1992.

Volunteerism & the Older Adult. Mary K. Kouri. ABC-CLIO, 1990.

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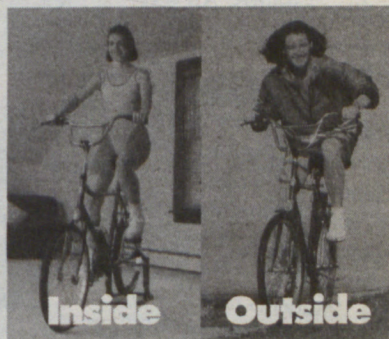
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People



Patti Longmire

Ultimate Disco

When you phone **Jerry Boswell** at home, he's likely to be inside tuning up a drum or outside tossing a Frisbee. Boswell, who teaches physical education and computer science, and is local Association president in Silver City, New Mexico, has two great loves: percussion instruments and Ultimate Frisbee.

Boswell plays drums and collects tapes of Afro-Caribbean and Mexican nortena (Tex-Mex) music—along with the percussion instruments used to play them. He's got congas, bongos, maracas, timbales, a merengue guiro (from the Dominican Republic), and a quiyara (made from the jawbone of an ass).

The other passion, Ultimate Frisbee (that's Frisbee, but with rules), was what led Boswell into teaching. "I became a teacher so I could play Ultimate for a living," he explains. His Frisbee collection runs to more than 250 discs.

Ultimate was also the subject of Boswell's master's thesis in physical education.

"I found that Ultimate Frisbee players get more cardiovascular activity than players of games like soccer," Boswell explains, "because Ultimate players get less rest. Now we use the fitness argument to fight the stereotype that Frisbee competition is nothing more than 'hippies in the park.'"

Aid For Activists

Richmond (Virginia) member **Paul Fleisher** believes the world is full of budding activists. All they need, says Fleisher, is a helping hand.

With that in mind, Fleisher, who teaches gifted students at Binford Middle School, has written *Changing Our World: A Handbook for Young Activists*.

"Students feel very passionate about the world," says Fleisher, himself a long-time NEA activist and a founding member of NEA's Peace and Justice Caucus.

"It's our responsibility to channel their passion and energy into activities that really make a difference."

Fleisher's guidebook details a variety of projects for young people who want to become involved in social issues and for adults who want to help the students. Many of these activities stem from Fleisher's own experiences with student



Dan Currier

activism. The guidebook includes information about fund-raising, coordinating demonstrations, and community activities.

"By getting involved, whether by helping in a homeless shelter or raising community awareness about the environment, students can help change the world," says Fleisher. "And our world certainly needs all the help it can get."

To order *Changing Our World*, send \$31.95 plus \$3.20 for p&h to Zephyr Press, P.O. Box 13448-J, Tucson, AZ 85732.

Discovery School: It's All Relative

Feeling like family isn't unusual among a small faculty. But at Discovery Elementary in Moses Lake, Washington, five of the seven teachers not only *feel* like family, they *are* family—or two families.

Teachers **Kathy Hymes**, **Joni Mitchell**, and **Peggy McNutt** (at right, in front) are sisters. Teachers **Kelly Frederick** and **Doug Boole** are sister and brother.

The families started linking up last spring when the district was developing a new school for grades 1-6. Hymes, Mitchell, McNutt, Frederick, and two other teachers showed up at all the planning meetings and were eventually invited to staff the new school.

Discovery is a small school, with site-based management. Its 135 students are chosen by lottery. Because of Discovery's size, it was allocated just a part-time principal.

Rather than hire a teacher-principal, the staff divided the principal's work among themselves, added some school funds to the principal's salary, and hired another full-time teacher. Enter Boole. Sister Frederick was



Dan Black

thrilled to teach with her brother.

The three sisters are happy too. They have much in common, and Hymes and Mitchell even team-taught in a previous school.

"Our students aren't grouped by grade level, but by ability," explains Hymes, "so we share many of them. During evening walks, Joni and I discuss ideas and solve classroom problems. It's an ideal situation."



Timothy Smith

The Best of Both Worlds

Here's the dilemma: Two teachers have a new idea for teaching language arts, but spreading the word means giving up teaching and going on the road or staying home and jeopardizing a good promotional sendoff.

The solution? A maverick form of job sharing. And that's what two Clay County, Florida teachers are doing, thanks to an open-minded district administration.

Cindy Merrilees (right), a third-grade teacher at Wilkinson Elementary School, is devoting five months of the year on the road to sell

the whole language curriculum she and her author/partner Pamela Haack wrote. Haack fills in in the classroom when Merrilees is on the road and vice versa.

Neither she nor Haack wanted to quit teaching to go on the road year-round, so they favored alternating five-month hiatuses.

"When it comes to promoting curriculum, teachers teaching teachers is the way to go," Merrilees says.

"This kind of job-share is definitely a first in Clay County," adds Haack. "It's the best of all possible worlds."



Pat Hagerly

Sharing Science

For Harvey High School science and math teacher **Delise Kirkeide**, science is for sharing. She shares science supplies with teachers at other rural schools near Harvey, North Dakota, and she teaches her students to share science knowledge with younger students.

Since July, Kirkeide has been buying and stockpiling magnets, electrostatic generators, scales, and mirrors. Her shopping spree is thanks to money she received last year—\$25,000 from the Milken Family Foundation, \$15,000 for a US WEST award for outstanding teachers, and \$7,500 for a Presidential award for excellence in science teaching.

Kirkeide, who caught award makers' attention with her project EINSTEIN, wants to "improve networking with K-12 science teachers to share ideas, resources, and

kids."

So Kirkeide created "Students Sharing Science." Now, Harvey elementary teachers can request a lesson on magnetism, for example, and Kirkeide's physics students will prepare a lesson and teach it to the elementary students.

"I want to generate more excitement in science for the younger kids and a desire to help others in the older kids," says Kirkeide, "and hopefully draw some of them into teaching."

Cheaper by the Dozen?

When you take kids into your home as your own, love, hope, faith, and a great sense of humor come along with them, says Fairhope, Alabama, history teacher **Ollie Threadgill**. Threadgill speaks with authority: he and his wife Dorothy have 12 kids—two biological children and 10 ethnically diverse children they've adopted.

The Threadgills told adoption agencies they would accept "hard-to-place" children. Fortunately, the Threadgills' community is free of the kind of prejudice that would have made such adoptions difficult at best. "It's been a quiet revolution as we've integrated these youngsters into the Deep South," says Threadgill.

His advice for other adoptive parents? "You must go into this experience with your eyes open. You can provide love and support and concern to adopted kids, but they may need professional help.

"And be prepared: it's hard to singlehandedly handle the issues teenagers raise when they're yearning to know more about their genetic roots." Harder still: "raising 12 kids on my salary."



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NEA FINANCIAL REPORT

A Report from NEA Secretary-Treasurer Marilyn Monahan

I'm happy to present to you our audited financial statements for the fiscal year that ended August 31, 1992, and with comparative data for the previous year. 1991-92 was another positive year for the NEA. Not only did we add 32,000 new members to our rolls but also, we ended the year with General Fund revenues exceeding expenses by more than \$123,000. This growth adds strength to your already fiscally sound organization. During these troubled economic times, when many entities are experiencing losses, we should be very proud of our accomplishments.

Columns and columns of financial data can seem quite imposing. However, there are three key elements I'd like to mention that I believe will be useful in simplifying your analysis of NEA's audit report, as well as others you may review in the future.

First, the "opinion letter." This statement by the auditors' summarizes their engagement and lets the reader know that the work was performed in accordance with "generally accepted auditing standards." Ours is a "clean opinion" issued without any qualifications. It is the best kind of opinion letter to receive.

Second, the ratio of our General Funds' Current Assets (what we own) with our Current Liabilities (what we owe) should be at least 2:1 that is, two dollars of current assets for each one dollar of current liabilities. NEA meets this objective.

Third, the Fund Balance (the net difference between total assets and total liabilities), should be a positive balance and sufficient to stabilize an organization during troubled times. It should also serve as a source of funds for special projects, future growth, and other fiscal demands as deemed appropriate. With the completion of our headquarters renovation project, we transferred \$3.7 million to our Capital Improvement Fund during the period. The combined Fund Balances of NEA's General, Capital Improvement, and Special Purpose Funds is in excess of \$39 million, a level at which we can take both pride and comfort.

Accompanying the financial statements and referenced throughout, are footnotes provided as supplemental information and narrative backup to the dollars presented. I encourage you to read them.



NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES GENERAL FUND BALANCE SHEETS August 31, 1992 and 1991

ASSETS

	1992	1991
Current assets:		
Cash and short-term investments at cost, which approximates market	\$14,630,726	\$14,182,871
Membership dues receivable from state associations, net of reserves for cancellations and uncollectible amounts of \$693,595 in 1992 and \$926,437 in 1991 (Note 2)	25,850,797	22,394,291
Amounts due from affiliates and other organizations, net (Note 2)	1,653,502	1,112,190
Amount due from Special Purpose Funds (Note 2)	—	392,668
Amount due from Capital Improvement Fund (Note 11)	—	8,596,461
Publication and advertising receivables	525,966	384,118
Prepaid expenses	2,682,216	2,212,164
Other current assets	914,950	858,473
Total current assets	46,258,157	50,133,236
Long-term assets:		
Equipment, at cost, less accumulated depreciation of \$10,515,548 in 1992 and \$9,874,447 in 1991 (Note 2)	5,134,568	3,928,807
Notes receivable and other assets	1,657,130	3,190,211
Total long-term assets	6,791,698	7,119,018
Total general fund assets	\$53,049,855	\$57,252,254

LIABILITIES AND FUND BALANCE

	1992	1991
Current liabilities:		
Accounts payable and accrued liabilities	\$14,383,523	\$16,319,704
Accrued annual leave	4,171,151	4,190,222
Amounts held for affiliates and other organizations	288,272	184,920
Total current liabilities	18,842,946	20,694,846
Long-term liabilities:		
Accrued severance pay (Note 2)	3,655,657	3,434,556
Amount due to Special Purpose Funds (Note 2)	14,058,862	13,067,769
Total long-term liabilities	17,714,519	16,502,325
Total general fund liabilities	36,557,465	37,197,171
Commitments and contingencies (Notes 5 and 7)		
Fund balance	16,492,390	20,055,083
Total general fund liabilities and fund balance	\$53,049,855	\$57,252,254

The accompanying notes are an integral part of these financial statements.

Coopers & Lybrand, Certified Public Accountants

Report of Independent Accountants

To the Executive Committee and Members of the National Education Association of the United States

We have audited the accompanying balance sheets of the General Fund and the Capital Improvement Fund of the National Education Association of the United States (a nonprofit corporation incorporated by an Act of the United States Congress) as of August 31, 1992 and 1991, the statements of activity and related schedule of area expense by type, changes in fund balance and changes in financial position of the General Fund and the statements of activity and changes in fund balance of the Capital Improvement Fund for the years then ended. We have also audited the consolidated balance sheets of the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1992 and 1991, and the related consolidated statements of activity and changes in fund balances for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1992 and 1991, the results of operations and the changes in financial position of the General Fund and the Capital Improvement Fund, and the consolidated results of operations of the Special Purpose Funds for the years then ended in conformity with generally accepted accounting principles.

November 12, 1992
Washington, D.C.

Coopers & Lybrand

GENERAL FUND STATEMENTS OF ACTIVITY

for the years ended August 31, 1992 and 1991

	1992 Budget	1992 Actual	1991 Actual
Revenue:			
Membership dues (Note 2)	\$158,257,500	\$158,774,193	\$148,988,179
Other income, fees, and services	350,000	796,108	908,215
Total revenue	158,607,500	159,570,301	149,896,394
Expenses by area:			
Collective Bargaining and Compensation	1,493,875	1,439,889	1,317,357
Communications	6,959,244	6,891,916	7,022,328
Education, Business, and Outreach	645,000	638,061	558,786
Education Policy and Professional Practice	4,227,280	3,486,404	4,086,258
Government Relations	8,899,177	8,874,422	8,534,943
Human and Civil Rights	5,117,106	4,957,103	4,746,442
Legal Services	18,699,704	19,196,267	17,174,128
Membership and Affiliates	55,239,667	56,522,730	53,123,870
National Center for Innovation	1,766,350	1,632,602	1,335,169
Publishing	7,777,837	7,709,593	7,532,819
Research	6,283,620	5,847,706	5,827,050
Administration	10,510,204	12,274,733	10,502,093
Business and Finance	5,828,405	5,537,770	5,709,557
Data Processing	5,127,988	5,134,385	4,989,794
Governance	11,013,968	11,006,956	10,684,083
Total expenses by area	149,589,425	151,150,537	143,144,677
Other expenses and appropriations:			
NFIE (Note 6)	2,300,000	2,300,000	2,300,000
Mortgage/building renovation (Notes 2, 9, 10, and 11)	6,000,000	5,996,421	3,500,000
Total other expenses	8,300,000	8,296,421	5,800,000
Total expenses	157,889,425	159,446,958	148,944,677
Excess of revenue over expenses and appropriations	\$ 718,075	\$ 123,343	\$ 951,717

SCHEDULES OF AREA EXPENSES BY TYPE

for the years ended August 31, 1992 and 1991

	1992	1991
Salaries and benefits (Notes 2 and 3)	\$ 46,452,602	\$ 45,780,512
Grants to, and joint projects with, state and local associations	44,852,518	42,611,252
Kate Frank/DuShane Unified Legal Services Program expenditures	11,970,667	10,211,624
Travel	12,863,228	12,636,924
Publications costs, net of advertising income	4,141,766	4,107,563
Outside services (including consultants, legal, Educators Employment Liability Insurance, printing, and National Media Campaign)	21,101,955	18,949,792
Machinery rentals, repairs, materials and supplies	2,269,907	2,152,451
Office expenses	3,943,294	3,358,027
Administrative expenses	3,554,600	3,336,532
Total area expenses by type	\$151,150,537	\$143,144,677

The accompanying notes are an integral part of these financial statements.

STATEMENTS OF CHANGES IN FUND BALANCE

Fund balance, August 31, 1990	\$26,840,956
Excess of revenue over expenses	951,717
Transfer to capital improvement fund (Note 11)	(7,737,590)
Fund balance, August 31, 1991	20,055,083
Excess of revenue over expenses and appropriations	123,343
Transfer to capital improvement fund (Note 11)	(3,686,036)
Fund balance, August 31, 1992	\$16,492,390

The accompanying notes are an integral part of these financial statements.

NEA FINANCIAL REPORT

GENERAL FUND STATEMENTS OF CHANGES IN FINANCIAL POSITION

for the years ended August 31, 1992 and 1991

	1992	1991
Sources of cash and short-term investments:		
From operations:		
Excess of revenue over expenses	\$ 123,343	\$ 951,717
Increase in excess of revenue over expenses from noncash revenue and expenses:		
Depreciation and amortization	641,101	318,740
Other assets, net	1,476,534	313,123
Accrued severance pay	221,101	207,072
Amount due to Special Purpose Funds, net	1,383,761	3,576,549
Amount due from Capital Improvement Fund	8,596,461	(8,596,461)
Amounts held for affiliates and other organizations	103,352	3,745
Transfer of deferred building renovation costs to Capital Improvement Fund	—	59,737,590
Loan proceeds	—	26,503,539
Total sources of cash and short-term investments	12,545,653	83,015,614
Uses of cash and short-term investments:		
Membership dues receivable	3,456,506	3,471,733
Publication and advertising receivables	141,778	259,607
Prepaid expenses	470,052	317,795
Accounts payable and accrued liabilities	1,936,181	(3,614,798)
Amounts due from affiliates and other organizations, net	541,312	348,675
Accrued fringe benefits	19,071	(240,298)
Purchase of equipment	1,846,862	3,032,623
Increase in deferred building construction costs	—	26,173,640
Transfer of loans to Capital Improvement Fund	—	43,403,539
Transfer to Capital Improvement Fund	3,686,036	7,737,590
Total uses of cash and short-term investments	12,097,798	80,890,106
Net increase in cash and short-term investments	447,855	2,125,508
Cash and short-term investments, beginning of year	14,182,871	12,057,363
Cash and short-term investments, end of year	\$14,630,726	\$14,182,871

The accompanying notes are an integral part of these financial statements.

CAPITAL IMPROVEMENT FUND BALANCE SHEETS

August 31, 1992 and 1991

	1992	1991
ASSETS		
Land, at cost	\$ 1,753,777	\$ 1,753,777
Building, at cost, less accumulated depreciation of \$9,036,525 in 1992 and \$7,244,862 in 1991 (Notes 2 and 9)	66,284,899	64,390,525
Total capital improvement fund assets	\$68,038,676	\$66,144,302
LIABILITIES AND FUND BALANCE		
Current liabilities:		
Mortgage loan payable (Note 9)	\$ 783,887	\$ 595,986
Amount due to General Fund	—	8,596,461
Total current liabilities	783,887	9,192,447
Long-term liabilities (Notes 4, 9, and 11):		
Refinanced loans:		
Mortgage loan payable	50,620,126	42,807,553
Total capital improvement fund liabilities	51,404,013	52,000,000
Fund balance	16,634,663	14,144,302
Total capital improvement fund liabilities and fund balance	\$68,038,676	\$66,144,302

The accompanying notes are an integral part of these financial statements.

CAPITAL IMPROVEMENT FUND STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCE

for the years ended August 31, 1992 and 1991

Fund balance, August 31, 1990	\$ 6,647,038
Depreciation expense	(238,992)
Other expense	(1,334)
Transfer from general fund (Note 11)	7,737,590
Fund balance, August 31, 1991	14,144,302
Depreciation expense	(1,791,662)
Interest expense	(4,379,373)
Appropriation from general fund (Note 10)	4,975,360
Transfer from general fund (Note 11)	3,686,036
Fund balance, August 31, 1992	\$16,634,663

The accompanying notes are an integral part of these financial statements.

SPECIAL PURPOSE FUNDS CONSOLIDATED BALANCE SHEETS

August 31, 1992 and 1991

	1992	1991		1992	1991
ASSETS			LIABILITIES AND FUND BALANCES		
Cash	\$ 1,448,410	\$ 851,279	Liabilities:		
Accounts receivable	1,860,243	4,526,457	Note payable — NEEAF	\$ —	\$ 191,051
Note receivable — NEEAF	—	191,051	Accounts payable and accrued liabilities	1,779,587	3,215,859
Prepaid expenses	284,384	290,188	Amount due to general fund (Note 2)	—	392,668
Total current assets	3,593,037	5,858,975	Total current liabilities	1,779,587	3,799,578
Leasehold improvements, furniture and equipment, at cost, net of accumulated depreciation of \$1,317,633 in 1992 and \$1,066,219 in 1991	461,608	449,344	Deferred Income NEA-Retired Program (Note 2)	2,111,491	1,969,546
Amount due from general fund (Note 2)	14,058,862	13,067,769	Accrued post-retirement health-care benefits (Note 3)	7,914,278	7,914,278
Total special purpose funds assets	\$18,113,507	\$19,376,088	Total long-term liabilities	10,025,769	9,883,824
			Total special purpose funds liabilities	11,805,356	13,683,402
			Fund balances	6,308,151	5,692,686
			Total special purpose funds liabilities and fund balances	\$18,113,507	\$19,376,088

The accompanying notes are an integral part of these financial statements.

SPECIAL PURPOSE FUNDS CONSOLIDATED STATEMENTS OF ACTIVITY AND CHANGES IN FUND BALANCES

for the years ended August 31, 1992 and 1991

	Fund balances August 31, 1990	Revenues NEA appropriation	Other	Expenses	Fund balances August 31, 1991	Revenues NEA appropriation	Other	Expenses	Fund balances August 31, 1992
UniServ Fund (Note 2)	\$ 870,966	\$29,839,811	\$ —	\$29,783,686	\$ 927,091	\$32,256,000	\$ —	\$32,374,852	\$ 808,239
Member Benefits Program	1,162,090	—	18,573,313	17,251,711	2,483,692	—	19,258,549	18,996,101	2,746,140
National Education Employees Assistance Fund (Note 5)	48,752	100,000	26,234	149,937	25,049	100,000	35,233	117,392	42,890
NEA-Retired Program Fund (Note 2)	1,839,207	550,821	576,022	709,196	2,256,854	682,299	654,198	882,469	2,710,882
	\$3,921,015	\$30,490,632	\$19,175,569	\$47,894,530	\$5,692,686	\$33,038,299	\$19,947,980	\$52,370,814	\$6,308,151

The accompanying notes are an integral part of these financial statements.



NEA FINANCIAL REPORT

NOTES TO FINANCIAL STATEMENTS

1. ORGANIZATION

The National Education Association of the United States (NEA) is a nonprofit corporation incorporated under a special Act of the United States Congress. Its mission statement reads: "To fulfill the promise of a democratic society, the National Education Association shall promote the cause of quality public education and advance the profession of education; expand the rights and further the interests of educational employees; and advocate human, civil, and economic rights for all."

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

The financial statements of NEA have been prepared on the accrual basis. To ensure observance with its bylaws, the resources of NEA are classified for accounting and reporting purposes into funds established according to their nature and purpose. The assets, liabilities, fund balances and changes in fund balances are reported in the following fund groups:

General Fund

The bylaws of NEA provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of NEA publications and payments for services and funds received by gift, bequest, devise or transfer to NEA, which are not specifically designated for deposit in the Capital Improvement Fund.

Capital Improvement Fund

The bylaws of NEA provide that the Capital Improvement Fund shall comprise the properties and permanent investment of NEA and other funds, or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties, must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds

NEA has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the UniServ Fund, NEA-Retired Program Fund, accrued post-retirement healthcare benefits, and the administration of various services such as insurance plans for members. These funds also include the activity of Member Benefits Corporation (MBC), a wholly-owned subsidiary of NEA. MBC provides support to the Member Benefits Program primarily in the areas of membership services, affiliate support, marketing and training.

General Fund budget

The budget of NEA is designed to achieve the mission and strategic objectives of NEA. The budget amounts included in the statements of General Fund activity are as approved by NEA's Representative Assembly and amended by the Board of Directors, as set forth in the guidelines approved by the Representative Assembly and the Board of Directors.

NEA-Retired Program

During 1982, NEA began offering retired life memberships through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for certain services provided to active members, as well as services designed specifically for retired persons. Payments to the fund are recorded as deferred income when received and amortized over the estimated life expectancy of its members.

Property, equipment and depreciation

NEA records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 40 years. Depreciation on the building was approximately \$1,792,000 and \$239,000 in 1992 and 1991, respectively.

NEA capitalizes furnishings and equipment with a cost in excess of \$2,500 in the General Fund and depreciates these assets using the straight-line method over 3 to 10 years.

Membership dues

Membership dues are recognized as income over the membership year, which is September 1 through August 31. Dues are assessed to members as provided in the bylaws. An estimated provision for uncollectibles, write-offs and cancellations is charged against membership dues revenues.

In accordance with the bylaws, a percentage of the membership dues is allocated to UniServ grants, (which are included in the expenses of Membership and Affiliates), whereby NEA provides

grants to affiliates to assist in funding their staff representatives whose responsibilities are to implement, improve and coordinate programs of NEA.

Employee benefit plans

NEA has a policy entitling employees with over 10 years of service to severance pay equal to 10 weeks of salary. NEA recognizes the liability for severance pay at the time the employee reaches 10 years of employment and is entitled to the severance pay.

Pension plan expense is funded and expensed as contributions are due and payable.

3. RETIREMENT BENEFITS

NEA participates in a multiemployer, defined-benefit retirement plan which is noncontributory for NEA employees and which covers substantially all permanent employees. Approximately 55% of the employees covered under the plan are employed by NEA; the remaining 45% are employees of various state and local affiliates of NEA. NEA's policy is to fund retirement costs accrued.

NEA's retirement contribution expense for the fiscal year ended 1992 was approximately \$4,718,000. The accumulated plan benefits and plan net assets available for benefits as of the date of the latest actuarial valuation are presented below:

	January 1	
	1992	1991
Actuarial present value of accumulated benefits:		
Vested	\$ 87,692,526	\$ 76,803,953
Nonvested	14,691,917	12,848,651
	<u>\$102,384,443</u>	<u>\$ 89,652,604</u>
Net assets available for benefits	<u>\$152,232,340</u>	<u>\$127,310,894</u>

The increase in the actuarial present value of accumulated benefits reflects plan amendments including a standard cost of living adjustment for retirement benefits.

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately \$132,475,753 and \$117,777,000 as of January 1, 1992 and 1991, respectively.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8.5% for 1992 and 1991. As of January 1, 1991, the retirement plan had no unfunded liabilities.

NEA's employee's are also eligible to participate in the 401(k) Salary Reduction Plan of the National Education Association (the Plan) in which the employee can make voluntary, tax-deferred contributions within specified limits. The Plan was established under the provisions of Internal Revenue Code Subsection 401(k) and has received a favorable determination as to its tax status. NEA's contributions to the Plan are based on a set percentage of employee contributions which amounted to \$903,131 and \$772,508 for the years ended August 31, 1992 and 1991, respectively.

In addition to providing pension benefits, NEA provides various post-retirement health care and life insurance benefits for retirees. Substantially all of NEA's employees are eligible for these benefits upon retirement. The annual cost for providing such benefits to current retirees is expensed as the premiums are payable, and amounted to approximately \$741,000 for fiscal year 1992 and \$614,000 for fiscal year 1991. In addition, approximately \$1,700,000 was accrued in fiscal year 1991 for the estimated obligation of future payouts of post-retirement health care benefits.

As of August 31, 1992 and 1991, NEA has accrued approximately \$7,900,000 to provide post retirement health care benefits for present retirees and eligible active employees upon retirement. SFAS 106—Employers' Accounting for Postretirement Benefits Other Than Pensions requires recognition of the costs of the benefits over the employees years of service. This statement is effective for the Association's fiscal year ending August 31, 1994. Management is reviewing these benefits and the associated costs at this time.

4. BANK LINE OF CREDIT

NEA has a line of credit of \$7,500,000 from a commercial bank at the bank's prime interest rate. As of August 31, 1992, the bank's prime interest rate was 6.0% per annum. As of August 31, 1992 and 1991, \$0 and \$7,403,539, respectively, was borrowed against this line to partially finance the building renovation. The amount outstanding as of August 31, 1991 was refinanced on October 15, 1991 as part of the permanent loan collateralized by the building renovation (see Note 9).

5. NATIONAL EDUCATION EMPLOYEES ASSISTANCE FUND, INC.

The National Education Employees Assistance Fund, Inc. (NEEAF) is a nonprofit corporation established for the purpose of providing financial

and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this capacity, NEEAF, from time to time, has guaranteed loans made by lending institutions to members who were involved in such disputes. These loans are collateralized by letters of credit from those state affiliates which are members of NEEAF and also by NEA's guarantee in the amount of approximately \$2,500,000. In the event of default on a loan, the bylaws of NEEAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including NEA's line of credit.

As of August 31, 1992, NEA is contingently liable for \$713,759 of the \$1,427,518 in loans guaranteed by NEEAF in the event of default. Subsequent to August 31, 1992 NEEAF guaranteed additional loans of \$381,804 for an additional contingent liability of \$190,902.

6. NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION

The National Foundation for the Improvement of Education (NFIE) was created in 1969 by the National Education Association as a tax-exempt public foundation to improve the quality of education for citizens of the United States.

NFIE develops strategies that address the most challenging problems confronting American education. NFIE has designed its direction to develop programs in three focus areas: improvement of students' educational success, improvement of teachers' professional capability and improvement of the effectiveness of curriculum and instruction.

During the years ended August 31, 1992 and August 31, 1991 payments totaling \$2,300,000 were made to NFIE. Of these amounts, approximately \$1,800,000 per year was allocated for an endowment that will help fund other programs to meet critical needs of students and teachers in years to come. The remaining funds were provided to cover administrative supporting services of the NFIE.

7. COMMITMENTS AND CONTINGENCIES

NEA leases office space at a number of locations under noncancelable operating leases. Future minimum lease payments under these leases as of August 31, 1992, are as follows:

1993	\$358,874
1994	133,411
1995	67,423
1996	39,212
1997	39,212
Thereafter	<u>39,212</u>
	<u>\$677,344</u>

Rental expense for all operating leases was approximately \$496,015 in 1992 and \$1,904,000 in 1991. The current period decrease was a direct result of the headquarters staff now being housed in the renovated building.

NEA has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net results of these claims will not have a material impact on NEA.

8. INCOME TAXES

Under provisions of Section 501(c)(5) of the Internal Revenue Code and the applicable income tax regulations of the District of Columbia, NEA is exempt from taxes on income, other than taxes on unrelated business income. Since NEA has incurred a cumulative loss from these unrelated business activities, no provision for income taxes has been recorded in the accompanying financial statements.

9. MORTGAGE FINANCING

On October 15, 1991, the existing construction loan of \$35,404,014 along with the outstanding balance on the line of credit in the amount of \$7,403,539 (see Note 4) was refinanced into a permanent mortgage loan with a 20-year maturity in the amount of \$52,000,000 at an average interest rate of 10.125% collateralized by NEA's headquarters office building and personal property.

The future maturities of the loan payable as of August 31, 1992 are as follows:

Year ending August 31:

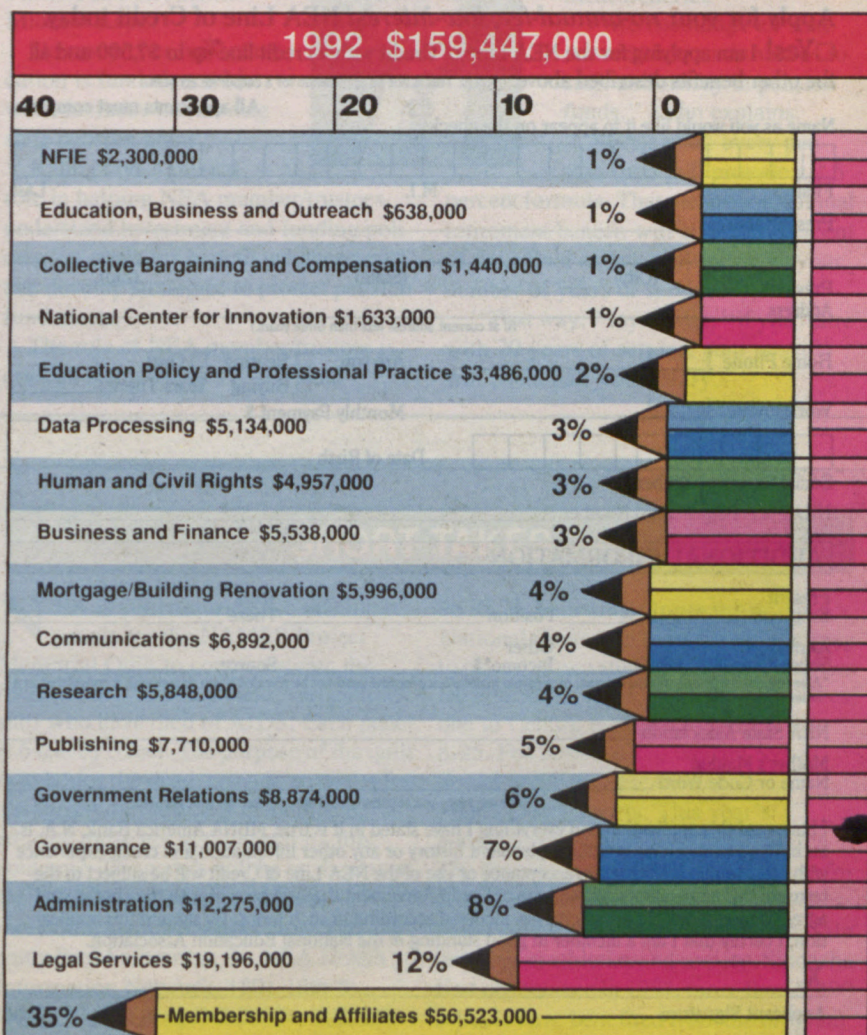
1993	\$783,887
1994	866,267
1995	957,299
1996	1,057,897
1997	2,799,007
Thereafter	<u>44,939,656</u>
	<u>\$51,404,013</u>

10. MORTGAGE/BUILDING RENOVATION

Mortgage/building renovation expenses and appropriations include mortgage payments of \$4,975,360 including principal and interest, paid by the general fund and appropriated to the capital improvement fund, on the newly renovated NEA headquarters building and incidental non-capitalizable costs related to completion of the building.

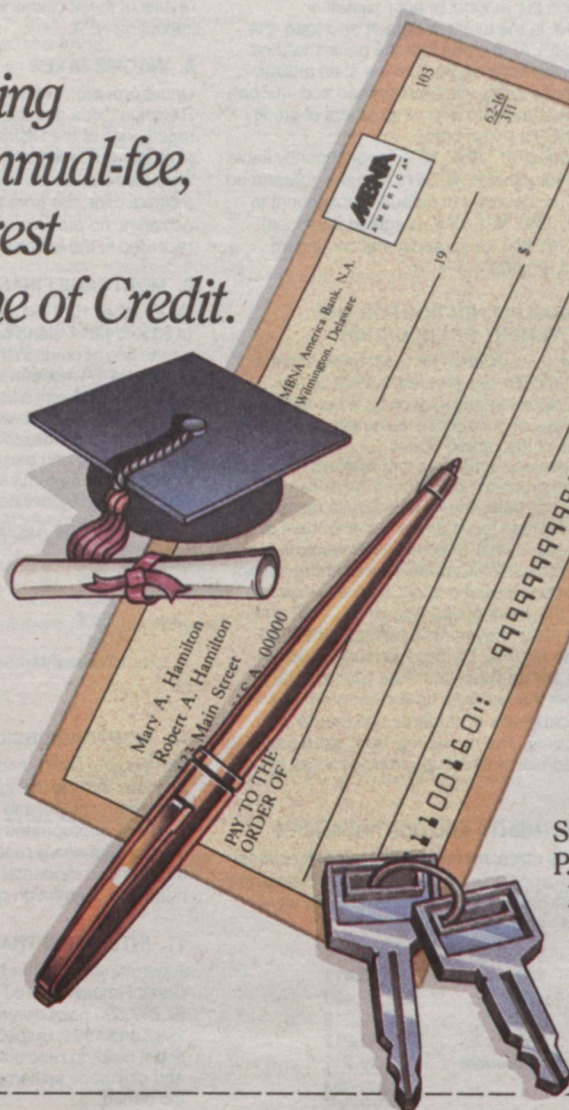
11. INTERFUND TRANSFER

A permanent transfer from the General Fund to the Capital Improvement Fund of \$3,686,036 and \$7,737,590 has been recorded as of August 31, 1992 and 1991, respectively, representing additional building renovation, construction financing and mortgage settlement charges incurred during the period.



Access up to \$7,500 of additional credit just by writing a personal check.

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the no-annual-fee,
low-interest
NEA Line of Credit.



The NEA knows there may be times when you need a supplemental source of ready credit. That's why the NEA Line of Credit was developed for you. It gives you up to \$7,500 worth of credit and personalized checks to access it—anytime you need it.*

It looks like a personal check,
acts like a credit card.

The NEA Line of Credit costs you nothing until you use it. Once you do, finance charges are a low 15.9% APR (14.9% on balances over \$2,500). It features genuine payment flexibility—pay as little as 2.5% of your balance monthly,** the full amount, or anything in between. And you can take two monthly payment holidays a year if your account is in good standing†. Your payments automatically replenish your account—so you never have to reapply.

For times when you don't want to use a credit card, we think you'll find your NEA Line of Credit is a sensible way to pay unexpected bills, take care of a home improvement project, pay tuition, make a once-in-a-lifetime purchase, or to pay off your high-interest credit cards! Once the amount of your NEA Line of Credit is approved, MBNA America® will forward your free book of checks imprinted with your name and address.

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Simply complete and return your signed application form to: MBNA America®, P.O. Box 15086, Wilmington, DE 19885-9973. Or to apply by phone, call NEA Financial Services today at 1-800-468-7632.

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*You cannot use the NEA Line of Credit to pay other accounts with MBNA America Bank, N.A.
**\$15.00 minimum payment per month. †Finance charges will continue to accrue.

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☐ Yes! I am applying for the NEA Line of Credit with a credit line up to \$7,500 and all the other benefits described above. (NOTE: This is not an application for a corporate account.)

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First M.I. Last

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(City) (State) (Zip)

Previous Address (If at current address less than three years.)

Home Phone () Are you: ☐ Renting ☐ Own ☐ Buying Years There

Work Phone () Monthly Payment \$

Date of Birth

Social Security Number

NEA MasterCard® Card Number (if applicable)

ADDITIONAL INFORMATION

Present Employer Position Years There

Annual Salary*\$ Other Income*\$ Source

*Alimony, child support, spousal income, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.

NEA State Association

Mother's Maiden Name or Code Word

(For use when you request special action taken on your account.)

I have read this application and everything I have stated in it is true. MBNA America Bank, N.A. is authorized to check my credit, employment history or any other information and credit experience with me. I understand that the acceptance or use of the NEA Line of Credit will be subject to the terms of this application and the Line of Credit Agreement that will be sent with the checks, and agree to be responsible for all charges incurred according to such terms. By signing this application, I certify that I am a member in good standing of the National Education Association.

X

Applicant Signature

Date

IMMEDIATE CASH ADVANCE REQUEST

Upon approval of my NEA Line of Credit account, please immediately forward to me a check in the amount** of \$

**Up to credit limit assigned. Applicant Initial Date

CO-APPLICANT OR AUTHORIZED USER (Optional)

If you wish additional checks issued to a co-applicant or an authorized user over 18 years of age, complete the information below.

Co-applicant or authorized user name as you would like it to appear on the checks:

First M.I. Last

Relationship Social Security Number

Work Phone () Employer Position

Years There Annual Salary*\$ Other Income*\$ Source

*Alimony, child support, spousal income, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.

I have read this application and everything I have stated in it is true. MBNA America Bank, N.A. is authorized to check my credit, employment history or any other information and credit experience with me. I understand that the acceptance or use of the NEA Line of Credit issued will be subject to the terms of this application and the Line of Credit Agreement that will be sent with the checks, and agree to be responsible for all charges incurred according to such terms.

X

Co-Applicant Signature Date

Annual Fee	None
Annual Percentage Rate	15.9%, 14.9% for portion of average daily balance over \$2,500.
Grace Period	You will bear finance charges from the date your check is presented to MBNA for payment.
Method of Computing the Balance for Cash Advances	Average daily balance.
Fees for Paying Late or Exceeding the Credit Limit	Late Payment Fee: \$10 Over-the-Credit-Limit Fee: \$10

The NEA Line of Credit is issued and administered by MBNA America Bank, N.A., the bank behind all NEA credit cards. MBNA America® is a national provider of financial services with a three-star rating (the highest rating possible) from VERIBANC, Inc., a nationally recognized bank-rating service. MBNA America® is a federally registered service mark of MBNA America Bank, N.A. Note: Not available in all states. ©1992 MBNA America Bank, N.A.

Your NEA

Q & A

Showing Resolve

NEA has four types of committees—special committees, internal committees of the Board of Directors, standing committees of the Representative Assembly, and program committees. Of them all, the Resolutions Committee—one of the RA's committees—has the highest profile.

What does the Resolutions Committee do?

The Resolutions Committee recommends to the NEA Representative Assembly a body of resolutions—broad statements of opinion, intent, or belief detailing NEA's positions on various issues.

The Committee meets each February and again just before the RA to consider proposals submitted by individual members or recommended by a governance body of the Association or of an affiliate.

Who's on the Resolutions Committee?

Each state has as many members on the Resolutions Committee as it has on the NEA Board of Directors. The number is based on state membership—one for every 20,000 members. Currently, the Committee has 157 members and includes representatives of pre-K-12 classroom teacher, administrator, higher education, education support personnel, student, and retired members.

The Committee's five-member Internal Editing Committee, appointed by the NEA President, is responsible for facilitating the work of the full committee.

How can individual members get involved with the Resolutions Committee?

Every year open hearings on resolutions are held at the six NEA regional leadership conferences, the fall conference of the National Council of Urban Education Associations (NCUEA), the December meeting of the NEA Board of Directors, and the NEA Annual Meeting.

Members' recommendations are also brought before the Resolutions Committee by Committee members themselves.

Does the Committee publish its work?

Yes. It prepares and distributes a *Preliminary Report* following its February meeting and a *Supplementary Report* during the Representative Assembly. The resolutions adopted at the RA are printed in the first fall issue of *NEA Today*.

SPEAKING OUT ON THE ISSUES

NEA Message: Invest in Children

Children fill the screen throughout NEA's newest 30-second television commercial. The spot reminds viewers of the need to reorder the nation's spending priorities.

Over images of children playing adult roles, a narrator says, "Now that the Cold War's over, it's time to invest at home—invest in medicine, invest in the arts, technology, housing, and in education."

"And when you think about it, when you invest in our children and in our public schools, you invest in everything."

The spot's tag line: "Children.

Our most precious national resource."

The goal of NEA's media campaign is to get the Association's message to members of Congress, state legislatures, school boards, and opinion leaders. The people in these positions make the decisions that often determine the destiny of public education at the community, state, and federal levels.

The spots, which were shown for the first time last fall, will air in February on cable networks selected because they're heavily watched by America's opinion leaders: CNN, Headline News, The Learning Channel, and The Discovery Channel.



IN HISTORY

In 1944, NEA advocacy helped secure passage of the G.I. Bill of Rights, providing funds soldiers could use to go to college.

At the time, NEA leaders were disappointed that the money wasn't distributed via the U.S. Office of Education.

General mistrust of a federal role in education was strong, and the NEA goal of a cabinet-level Department of Education seemed remote indeed.

After 35 more years of NEA advocacy, the Department finally came into being—but within a year the administration that created it had given way to one sworn to dismantle it.

In the next four years, the U.S. Department of Education will enjoy its first full term under an administration that supports its existence and its mission.

WORKING FOR YOU

Protecting Your Pension

Some 200 NEA members play a key role in making decisions about pension plans in states across the nation.

Where do these NEA member/trustees turn for help in protecting their colleagues' pensions?

Working steadfastly behind the scenes is NEA Manager for Education Finance and Economics Michael Kahn.

He researches how education is funded, and his work includes monitoring state pension plans.

Kahn plays a pivotal role in helping NEA member/trustees understand investment and funding policies, set goals for benefit enhancements, and develop strategies to protect pension fund assets.

The role of NEA member/trustees is critical, Kahn stresses. Each state

requires these trustees to act as fiduciaries—in the sole interest of beneficiaries.

Besides the help they get from Kahn, NEA member/trustees benefit from learning opportunities and resources like

NEA's annual Retirement and Benefits Forum and a research model, NEA Criteria for Adequacy of Retirement Benefits.

"We encourage all state Associations and trustees to seek uniformity in pension funds," Kahn explains.

NEA's goal: every pension fund will provide a 2.5 percent formula. That means your annual retirement benefit will equal 2.5 percent of your final salary, multiplied by your number of years of service.

"That way," says Kahn, "if you retire with 20 years of service, your pension will equal half your salary."



NFIE

Dreammakers

You have an idea, but you need some seed money. NEA's foundation, the National Foundation for the Improvement of Education (NFIE), can help.

NFIE grants have helped educators in small and big ways: funding projects to reduce the dropout rate, for example, and boosting parent participation in school.

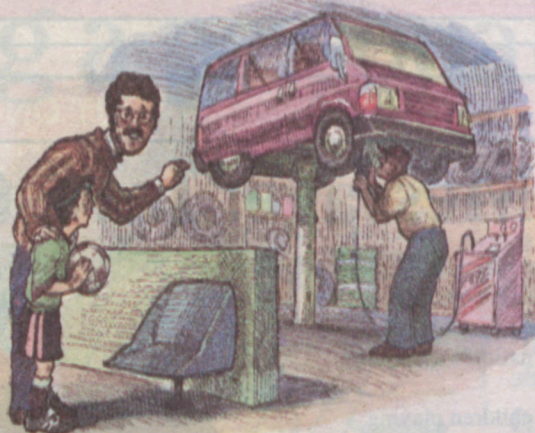
Contact NFIE at 1201 16th St., N.W., Washington, DC 20036, (202) 822-7840.

SHORT TAKES

NEA is coordinating the making of panels for the NAMES Project Memorial Quilt to commemorate the lives of NEA members and Association staff who have died of AIDS. Each panel is 6 feet by 3 feet. The purpose of the quilt is to honor the dead, provide an outlet for the sorrow of those left behind, and educate those not yet touched by this epidemic. The panels will be on display at the 1993 Representative Assembly. For more information, contact project coordinator Paul Sathrum at the NEA Health Information Network, 1201 16th St., N.W., Washington, DC 20036, 202/822-

7570...A Learning Opportunity: NEA's National Center for Innovation is helping to organize two study travel opportunities for educators, one to the Baltic republics, one to Central Europe. The dates: July 8-25. For information, contact Sylvia Seidel at NEA Center 202/822-7906. **Good Sports:** This year's National Sportsmanship Day is March 2. The day was conceived by the Institute for International Sport to create an awareness of the ethics, fair play, and sportsmanship required in athletics and society. Since the first observance in 1991, more than 5,000 schools have benefited from the program.

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\$130,000 worth of protection
for \$19 a year!



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In addition, each year for the first five years of your coverage, the benefit for covered accidents on a public conveyance will increase \$10,000, up to a maximum of \$50,000, *in addition to the regular benefits*. Yet, your premium never goes up!

As an NEA member, *you cannot be turned down* for this insurance. Your acceptance is guaranteed—without a medical exam or a single health question.

Save even more!

If you choose, you may purchase 10 years of coverage for \$150. That's *\$15 a year* to protect your entire family—a 26% discount. Beyond any doubt, this is the best value NEA has ever been able to offer its members.

To start your coverage, simply fill out and return the enrollment form below. Coverage will become effective upon receipt of your payment and enrollment form by The Prudential.

If you have any questions, please call NEA Member Benefits today, at **1-800-637-4636**.

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Are you already insured under any other NEA life insurance plan? ☐ Yes ☐ No

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Address _____

City _____ State _____ Zip _____

Date of Birth _____ Social Security No. _____

Telephone No. _____

Beneficiary and Relationship
(Example: Mary A. Doe, wife— NOT Mrs. John Doe, wife)
Note: Estate will be named if no beneficiary is designated.

Please check the plan you prefer:
☐ \$19 for \$130,000 of coverage for 1 year.
☐ \$150 for \$130,000 of coverage for 10 years.

Indicate coverage desired:
☐ Member Only ☐ Member and Spouse
☐ Member and Each Eligible Child† ☐ Member, Spouse and Each Eligible Child†

I declare the statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy(ies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust. I also declare that I am not already in the Accidental Death & Dismemberment Program.

I certify by signing this enrollment form that I am a member in good standing of the National Education Association.

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Signature of Member _____ Date _____

Make check for \$19 or \$150 payable to: NEA AD&D Insurance. Please mail with your signed enrollment form to: NEA AD&D Program, P.O. Box 947, Horsham, PA 19044-0947.

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benefits are payable as follows:

If Coverage Is For:	Total Payment		Accident Occurring While A Passenger On A Public Conveyance	Any Other Covered Accident
	One Year	Ten Years		
Member Only	\$19	\$150	\$130,000*	\$30,000
Member and Eligible Spouse	\$19	\$150	\$100,000* \$ 30,000	\$20,000 \$10,000
Member and Each Eligible Child	\$19	\$150	\$100,000* \$ 30,000	\$20,000 \$10,000
Member, Eligible Spouse and Each Eligible Child	\$19	\$150	\$100,000* \$ 15,000 \$ 15,000	\$20,000 \$ 5,000 \$ 5,000

*These benefits will increase, as described above, up to a maximum of \$50,000 additional for each member.

Exclusions:

NEA Travel and Accidental Death & Dismemberment coverage does not include provisions for losses that occur more than one year* after an accident. (Time limitations are not applicable in Pennsylvania.) This program does not cover losses from: suicide or its attempt; intentionally self-inflicted injury; bodily or mental infirmity; disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track speedway; or riding, boarding or leaving any land or water conveyance operated by a common carrier (not including school buses) or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft, or if the aircraft is being used for test or experimental purposes.
*90 days for those age 70 or over.

†Family coverage can include your spouse (unless legally separated) and unmarried children (including legally adopted, foster and step children) age 2 weeks to 21 years (or to age 25 if they are dependent on you for support). Dependents in active military service are not eligible. If both you and your spouse are NEA members, only one of you may include your children as dependents. A spouse and children who are covered as members under the plan are not eligible for coverage as dependents. Dependents' coverage will remain in effect until their eligibility requirements are no longer met or until coverage terminates, whichever occurs first. Your spouse may elect to continue coverage if you die. You'll be covered as long as this program is in effect if you maintain your membership in the NEA, and your payment toward the plan remains up-to-date.

For Office Use Only

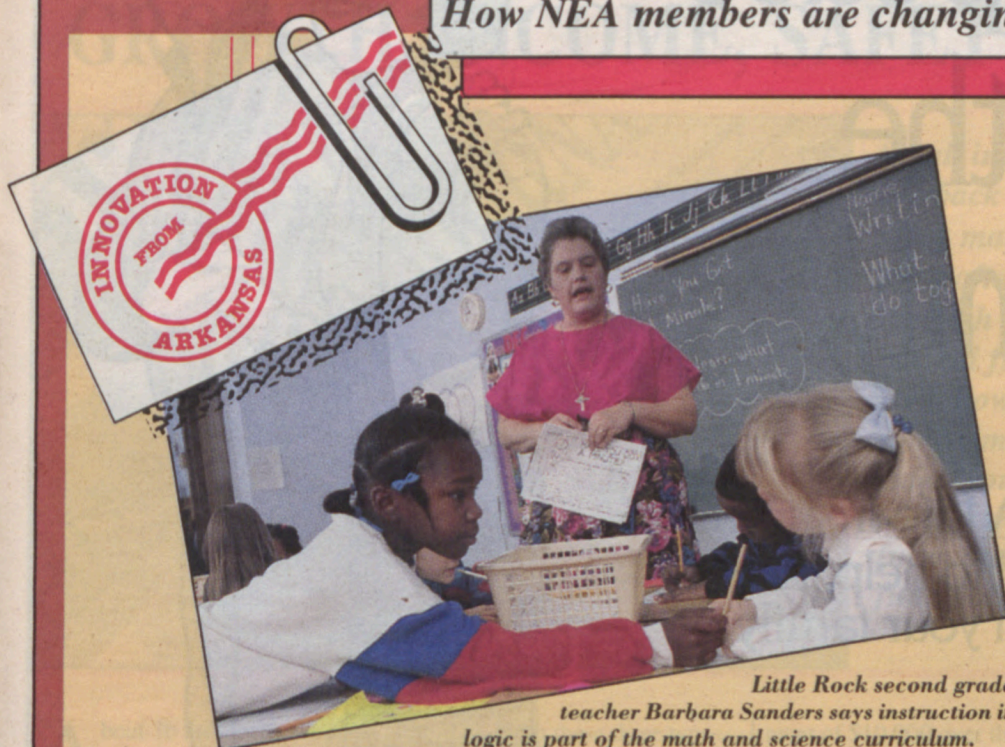
GRP94805

Contract # ORD 70075 Serial U
Coverage is currently not available to Texas residents.

TAD023

Innovation

How NEA members are changing the way schools work



Little Rock second grade teacher Barbara Sanders says instruction in logic is part of the math and science curriculum.

Not Just for Gifted

When Chelsea Clinton took part in a program for gifted students in math and science, her parents saw how effective it was. Now, a few years later, the program's expanded to students in regular classes across Arkansas.

Marvelous math, scintillating science: two subjects sometimes considered hard and not too exciting are capturing the interest of elementary school students and their teachers across Arkansas this year. Schools in 11 districts are using Math and Science Together (MAST), a curriculum designed to invigorate the study of math and science by connecting them to all areas of schoolwork.

"MAST uses popular themes to help kids apply higher-order thinking skills that take them beyond boring memorization," says Frances Ray, a second grade teacher at Indiana Street Elementary in Pine Bluff.

Adds second grade teacher Barbara Sanders of Little Rock's Daisy Bates School, "Children are learning to solve problems step-by-step as they progress through elementary school. Instruction in logic, which never was offered to past generations of students, is an integral part of the curriculum."

MAST grew out of a computer-based, self-paced instruction program for gifted kids at the University of Arkansas at Little Rock (UALR). When Chelsea Clinton took the course, her parents watched its effect. Impressed, Hillary Clinton pursued the possi-

bility of mainstreaming the course for the regular classroom.

At the Clintons' encouragement, Kathy Briggs, a former classroom teacher, submitted a grant proposal to the National Science Foundation. Then-governor Clinton wrote a letter of recommendation to accompany the application. NSF responded with a \$1 million grant.

MAST tackles the tendency of

young kids to get less interested in math and science every year. By fourth grade, studies show, many practically give up on the subjects.

To prevent this drift, MAST piques young students' curiosity by building course themes around natural sources of enthusiasm and using available thought-provoking course materials.

In December, for instance, youngsters' excitement about the holiday season ties into class work. Students read holiday stories, learn about holiday customs in different countries, find those countries on maps, listen to holiday music—and use metric measurements to make decorations and ornaments.

Each nine-week block of instruction has its own theme, divided into three related segments. Each segment is correlated with all subjects—math, science, reading, spelling, social studies, art, and others.

When the theme is "change," for instance, students learn what will change water to ice or steam, how changing a word can change its meaning, and how customs can change.

"Unlike more traditional programs, MAST doesn't limit the context in which the learning takes place, but expands it," notes Ray (above). Students apply higher-

order thinking skills as they participate in logic-based learning processes. These include brainstorming and practicing measuring and estimation using everyday objects like jars of gummi bears.

To develop the MAST curriculum for regular students, a handful of UALR professors worked with teachers at Daisy Bates Elementary in Little Rock. The professors trained the teachers in everything from the latest science and math concepts to computer basics.

In turn, those teachers organized four-week summer MAST workshops for teachers preparing to apply MAST at their schools. This year 55 teachers are using MAST with more than 1,500 students in grades two through five, and

the sixth-grade curriculum is being field tested.

The link to the higher education institution has been invaluable, says Little Rock's Barbara Sanders. "The UALR has provided us with a wealth of commercially available resource materials in math and science, and we work these into our instruction."

"If all teachers had access to the materials we're using, there'd be no complaints about boredom and repetition in math and science."

—Victoria Lytle



Around and About

Seven maverick Memphis, Tennessee, schools reorganized three years ago with totally new staffs and few regulations. Scheduled to wrap up this spring, the experiment will now continue for one more year. The project, part of the NEA Learning Lab network, was put on hold while the district sought a new superintendent. The successful candidate, N. Gerry House, turned out to be a perfect fit for the experiment. It features local elected councils of parents, community, and staff making decisions. She believes in removing layers of bureaucracy and is a strong advo-

cate for site-based decision making," says Memphis Education Association President Mattie Rivers...**Mendon, Michigan, the smallest community in the NEA Learning Lab network,** has traded in its informal breakfast club meetings for a more formal steering committee representing teachers at each level, the Association, the board of ed, the superintendent, and the community. The group's goal: extend the network of reform throughout the school so the entire staff will share in planning innovations...**It's five years and going strong** for the summer enrich-

ment program and NEA Exemplary Learning project at Shawnee Mission, Kansas. The self-supporting program serves 7,000 students, preschool to eighth grade, in thought-provoking courses from international cooking to rocketry. Currently under consideration are plans to offer enrichment during the three-week breaks in a year-round school, involve high school students from child development classes, and reach out to parents in Saturday and evening programs to create a governance structure independent of the school hierarchy.—V. L.

How to keep peace in the family.



"When I grow up, I want to be a doctor."

Coverage for everyone.

Many NEA members have found that they are now responsible for their parents' care, as well as that of their children. Now, thanks to NEA's decreasing term protection, you can get enough coverage to help assure that *everyone* who depends on you will have enough to live more comfortably. There's protection available for every member and every lifestyle.

Get more for less.

NEA's group rates are designed to cost less than what any individual can buy on his/her own because we can offer coverage to 2.2 million members. You can get coverage from \$10,000 to as much as \$300,000—affordably. No insurance protection is more valuable than NEA's—to you, your spouse, your children and your parents.

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TLI023

PERSONALLY SPEAKING

Watchwords for Mutual Funds: GROWTH, INCOME, SAFETY



Small investors are back in the stock market, most often through mutual funds. By following some simple rules, you can build a successful mutual fund portfolio.

About 36 million Americans now invest in mutual funds, according to the Investment Company Institute, the trade group of the mutual fund industry. If you're not yet one of them and are wondering how to get started, here's help.

► Keep it simple. If you're just getting started, choose three basic asset classes for your portfolio: one for growth, one for income, and one for safety.

The growth element is stocks. Beginners might choose one of the stock index funds offered by a number of mutual fund companies. These funds are designed to duplicate the performance of a particular index, such as the Standard & Poor's Index of 500 stocks. A true index fund is not managed. The fund company simply buys the securities that make up an index like the S&P 500 and weighs them in the same ways as the index.

There are two compelling reasons to consider an index fund. First, studies show that about three-fourths of actively managed funds underperform the market, while an index fund matches it. Second, expenses are much lower for an index fund than for a managed fund because there's no manager to pay and there are few trading expenses.

The income portion of a beginner's mutual fund portfolio might be invested in a medium-term government bond fund, with an average maturity of about 10 years. Look for a fund with a low expense ratio and no "load" (sales commission).

The safety portion of your portfolio goes into "cash." That usually means a money market fund, but could also be treasury bills or even bank certificates of

deposit. With these three types of assets, you're ready to build a portfolio.

Here are three patterns you might follow by rearranging just three funds. They were developed by Steven E. Norwitz, a vice president at T. Row Price, a Baltimore-based mutual fund group.

Norwitz used the S&P 500 index for the income portion and 90-day treasury bills for the safety portion. To get an idea of how the portfolios might perform in the future, he calculated the return on an initial invest-

ment of \$10,000 over the 20 years preceding December 31, 1991.

The first portfolio, designed to be low-risk, has 15 percent in growth, 35 percent in income, and 50 percent in safety. It turned in an average annual return of 9.1 percent over the 20 years and grew to \$62,274.

The second portfolio is moderate-risk, with 55 percent in growth, 30 percent in income, and 15 percent in safety. This portfolio had a 10.8 percent average annual return over the 20-year period and grew to \$86,094.

The high-risk portfolio was invested 85 percent in growth and 15 percent in income. It averaged 11.7 percent a year and grew to \$101,773 at the end of the 20-year period.

Clearly, the more you put into stocks, the higher your long-term potential return. But not every investor can stick with a stock portfolio through tough times in the market. That's why some experts advise an equal mix of the three asset classes to absorb market bounces.

For example, one of Norwitz' favorite portfolios is 35 percent growth, 35 percent income, and 30 percent safety. This portfolio lost value in only three years out of the past 20. In the worst, 1974, it was down 4.9 percent—but the stock market was down 26.5 percent.

"History says the more aggressive you are, the better return you get," Norwitz notes. "But the risk of an aggressive strategy is that as soon as you run into a rough year you will abandon it. If you have more steady returns, you are much more likely to stay the course."

► Invest on a regular schedule. Buy stock or mutual fund shares by investing the same amount of money on a regular schedule regardless of the market price.

This method, called "dollar cost averaging," avoids the biggest mistake of novice investors: buying stocks when prices are high and selling when they're low.

Your dollars buy more shares when the price is down, fewer when it is up—and, studies show, if you invest on a regular schedule you'll tend to pay less per share over time than if you bought the shares by spending irregular amounts at irregular periods.

► Rebalance your portfolio once a year. If you want it to be 35 percent stocks, 35 percent bonds, and 30 percent money market, check once a year to make sure it's still in line.

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—Mary Rowland

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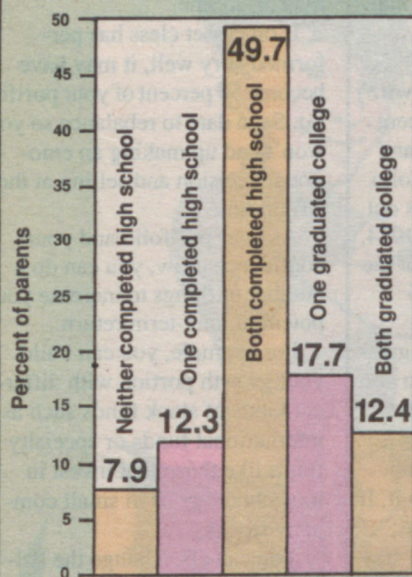
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DATA BANK

What's the Link?

How far parents went in school has direct bearing on how far their children will go. So how educated are America's parents? A recent report shows the educational attainment of eighth graders' parents in two-parent families.



Source: U.S. Department of Education, National Center for Education Statistics.

Risky Business

Growing Up Is Risky Business, and Schools Are Not To Blame. That's the title of a new survey of 10,000 teachers from 276 schools. One conclusion: "Teachers work hard—very hard—to help students who have special problems, whether those problems developed in the school or in the home."

How do teachers help? What helping strategies do they find most effective? Here's what they say (note the frequent discrepancy between what teachers say they're able to do regularly and what they think would be effective.)

	Use Regularly	Think Effective		Use Regularly	Think Effective
Smaller classes	49%	87%	Home tutoring	24%	62%
Computerized instruction	23	50	Extra homework	23	26
Special teachers	67	85	Emphasize thinking skills	86	83
Peer tutoring	63	81	Restrict from sports	33	38
Retain in grade	44	48	Refer to psychologist	60	71
Special education	73	84	Refer to social worker	54	70
Vocational courses	50	79	Confer with parents	94	81
Alternative school	37	69	More time on basic skills	84	87
Special study skills	69	83	Chapter 1 program	95	79
Special textbooks	48	71	Teacher aides	48	77
Place in low group	55	55	Say "leave at age 16"	10	15
Emphasize coping skills	68	83	Before-school programs	23	47
Flexible scheduling	48	69	After-school programs	42	63
Individualize instruction	79	91	Summer school	56	71

Source: Phi Delta Kappa Study of Students at Risk, Volume 1

The Written Word

Writing instruction is on the increase. In a given week, the percentage of fourth graders writing at least one paper (in the categories listed) for English class:

	1984	1990
Story	37%	43%
Letter	38	42
Book report	27	38
Other report	27	31
Poem	25	27
Essay or composition	19	24
Play	13	14

Sources: Wall Street Journal, National Assessment of Educational Progress

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INTERNATIONAL

CHILDREN'S RIGHTS

Vermont Kids Push On
For Kids Worldwide

Encouraged by adults, some Vermont youngsters are waging a vigorous campaign to secure the rights of kids everywhere.



Teacher Neva Pratico with Kate Goetz (left) and Angela Pratico (right), two of the young Vermonters who've told lawmakers about children's rights.

"The kids wanted to carry their children's rights banner in a local parade," recalls Vermont teacher Neva Pratico. "So six of them started out—but by the end, a hundred were walking behind them, because they knew their signatures were on it."

Pratico isn't just talking about her third graders at Clarendon Elementary School. She and a network of colleagues have gotten 34 schools, in most of Vermont's districts, into the business of encouraging children to work for children's rights at home and overseas.

"We're not an organization," Pratico explains. "We're a network of adults concerned about children—and trusting them. We want kids to trust themselves and we want them to have adults who listen to them because what they have to say is valuable."

The network's watchword is Clause 22 of the U.N. Declaration on the Rights of the Child: "Amongst the partnerships we seek, we turn especially to the children themselves, we appeal to them to take part in this effort."

"We take kids to schools to teach other kids," says Pratico. "They always develop a plan of action: to tell a youth or church group, or write a letter to an editor, about children's rights."

"I never tell kids what their next project should be," notes Pratico, who helped start the network after volunteering in an exchange program. Perhaps ...Kids Meeting Kids Can Make a Difference. "I just give them the resources."

Local projects range from an 8-year-old with her art teacher producing a T-shirt that says Children Need a Future, to youngsters making a video about what Vermont kids do to promote the U.N. Convention on the Rights of the Child and getting it on a local TV station, to kids making up a Children First button.

Burlington high school students are creating a Children First poster promoting education, health care, and other things children need. They hope local

groups will get it printed so they can hang it in public places.

"Often students go out to inform other children," Pratico explains. "For example, a group of sixth graders go and read to the early ed program every day. Then the fourth graders wanted to do something like that, so they went to a first grade class to explain the difference between a need and a want."

"Last year the students set up a mitten tree—everybody donated mittens. Children need to feel they're making a contribution."

On the state level, Governor Howard Dean, M.D., proclaimed May 4, 1992, Rights of the Child Day—Vermont. State Senator (and former educator) David Wolk hosted a children's conference at the State House; more than 200 youngsters, from fourth through 12th grade, discussed the situation of children in this country and around the world.

After listening to the presentations, U.S. Rep. Bernard Sanders noted, "I've heard more common sense in five minutes today than in 14 months in the U.S. Congress. What you're talking about

comes down to an issue of priorities."

The students passed a resolution that Vermont Senator Patrick Leahy later read into the Congressional record. After describing the difficulties children are facing worldwide and noting that the United States hasn't yet ratified the U.N. declaration on the protection of the child, they made their request and their pledge:

"That President George Bush and the Congress of the United States be requested to work together to reallocate funds and take other steps necessary to fully support the World Declaration, so that our country does its part to help the kids of the world...and we pledge ourselves to do our part to start at home, with our own friends, to apply positive peer pressure to keep other kids in school and to help them live productive lives."

"It's very important to get the government to ratify the Convention," Pratico acknowledges. "The Congress passed it, but President Bush refused to sign it, even though 107 nations signed on in the first three years since it was written."

Last fall, in fact, Pratico brought youngsters to Washington, D.C., to testify before Congress on behalf of U.S. ratification of the U.N. Convention.

"But we use the Convention mainly as a resource on children's rights," she emphasizes. "What we want is to get first priority for children in people's minds and in government planning."

"Just as human beings, children in a country as wealthy as ours should have their basic needs met for food and shelter and immunization and education. We can't wait for ratification of the Convention—we need public support for the whole concept of putting children first."

"Our message is: Think of the cuts in prevention programs and housing programs and health care. When money needs to be cut, please stop and think—don't cut first from the children."

"It's not just children's rights we're talking about—it's really human rights."

—Jane Power

TEACHERS' RIGHTS

Briefly in the News

Capetown... The South African Democratic Teachers' Union (SADTU) has succeeded in an almost two-year struggle to win recognition by South Africa's National Department of Education and Training (DET). Formed in late 1990, SADTU admits teachers of all races, from the local to the national level.

The DET refused to recognize SADTU unless it met conditions that were in practice impossible. Without recognition, SADTU couldn't get dues check-off or formally represent members.

But SADTU didn't have to face the South African government alone. Other members of the World Confederation of Organizations of the Teaching Profession (WCOTP) informed South African President De Klerk and the Minister of Education just how important they considered recognition of SADTU.

The General Secretary of the Irish teachers union—a national senator—got Ireland's Minister of Foreign Affairs to raise the issue with the nearest South African embassy, in London.

This fall the South African government

recognized SADTU. A series of national agreements has set up a procedure to deal with disputes between SADTU and the government. It also provides dues check-off, putting SADTU on a stable financial footing.

In another autumn victory, SADTU's Soweto branch won a strike, gaining all its demands.

Moscow... "We expect cuts," Russian teachers union leaders recently told WCOTP officers. "The government's economic policy is based on the principles of the World Bank: balance the budget by any means necessary."

President Vladimir Yakovlev and International Officer Nikolai Kolobashin of the Education and Science Employees Union of Russia (ESEUR) told WCOTP

this policy, combined with inflation, has brought cuts in government spending.

Some preschools have been closed, and some scientific workers laid off. In the first half of 1992, no money was available for books, writing materials, repairs, teaching aids, or furniture. Next to go, fear the union officials, will be some postsecondary teachers. Employees in elementary and secondary schools will see longer hours and bigger classes.

The new national education law, for which ESEUR gathered and presented ideas from its affiliates, requires that no less than 10 percent of the government budget go to education. But the law's begun badly: the government's already ignoring a clause mandating that teachers get at least as much pay as the average industrial worker.

Russia's new structure has brought other challenges. ESEUR members and leaders are unfamiliar with collective bargaining and the workings of pension funds and insurance, which formerly were provided by the government.

Manila... When the government dismissed hundreds of teachers in 1990, the Alliance of Concerned Teachers took several measures to get the jobs back. Finally, in November 1991, they held a 25-day hunger strike. Many were reinstated, but 354 remained out of work.

A second hunger strike, begun in April 1992, lasted 143 days. Four hunger strikers died. President Fidel Ramos gave some of the dismissed teachers "executive clemency" (implying that they were guilty of something), and the Supreme Court reinstated 23 more.

Still, 135 teachers remain out of work. WCOTP is urging President Ramos and his secretary of education to let them return to their classrooms, their colleagues, and their profession.

—J.P.

IDEA EXCHANGE

Environmental Awareness

Fifth graders in my school learn environmental awareness in an annual outdoor program. Each year the 80 or so students in three classes meet at a local park to listen to presentations by representatives from groups like the Department of Natural Resources, the City Parks Department, and the Air Pollution Control Division.

Teachers from five disciplines conduct programs related to the environment. For example, a physical education teacher conducts relays with recycled tires, a language arts teacher leads the kids in writing poems about nature, and a social studies teacher uses a tree where Daniel Boone carved his initials to start a discussion on pioneer scouting and park history.

Parent volunteers help supervise the kids, and food service workers prepare

and serve an outdoor meal.

Bill Greathouse
Homcroft Elementary School
Indianapolis, Indiana

Parent Support Any Time

Parental encouragement is vital if children are to flourish. And I've found a way for my second graders to get this support whenever they need it during the school day.

At the beginning of the school year, I asked the family of each of my students to write a warm, encouraging letter to their child. They responded enthusiastically.

I placed all the letters in a loose-leaf binder. During the day, students go to the book and read the letter written especially to them. The letters remind the kids of their loved ones, who want them to enjoy school and succeed.

Sandra Neuhauser
Winand Elementary School
Pikesville, Maryland

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'Publishing' a Class Book

My second graders are book publishers. Together they write a book each month.

In September, I ask my students "Where were you this summer?" They write and illustrate their replies on ready-made dittos, which I put in a three-ring loose-leaf binder.

I write the title of the book on an index card that I've decorated and attach it to the binder. Then I set the book out on a table for the class to look at and read all month long. And they do!

The next month, I remove—and save—their responses to the September question, replacing them with the replies to the October question: "What scares you?" I continue this procedure throughout the school year. In June, I return to the youngsters all their responses, and each of them compiles a personal memory book.

Madeline Spurck
Neil A. Armstrong School
Richton Park, Illinois

Facing the Music



I have a way of helping my music students learn lines and spaces. On paper large enough to be seen clearly from the back of the room, I draw a chart, with appropriate artwork, for each month.

I illustrate the September chart with school buses. For the rest of the school year: October—pumpkins or autumn leaves; November—turkeys; December—Christmas trees; January—snowmen; February—valentine hearts; March—"Mr. Wind"; April—rabbits; May—flowers; June—flags. Our librarian laminates these charts for me.

I also modernize the familiar mnemonic for the treble clef from *Every Good Boy Does Fine* and *FACE* (face) to a fun *Elephants Go Break Dancing on Friday* and *Fat Albert Causes Earthquakes*.

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Letters



School Choice

In your zeal to support public schools and demonize the proposed voucher/private school movement, you appear to support some things if they are part of a public "reform" effort, while panning almost identical adaptations if they are part of Chris Whittle's Edison project.

A Paideia school (Innovation, October) is praised for adopting "innovations" that cut both teaching and custodial staffing: "A number of parent volunteers teach mini-courses in...auto mechanics. Other parents volunteer for landscaping, building upkeep..."

Meanwhile, in the article "What's Whittle up to Now?" (November), the Edison Project is criticized for doing virtually the same thing.

Reform movements in the public sector can be even more insidious than Whittle's approach. They should be examined and criticized just as closely.

Claudia Yeara
Delmar, New York

Take This, Priscilla

I knew it. I knew the minute I read the article "Tired of Being Tired" (November) that I would probably take a hit. And Priscilla Jackman (Letters, December) came through.

Here, Priscilla, is a "reality check" for you.

I have been at Wells Junior High for 16 years. The last eight have been spent in concentrated restructuring efforts—first with our involvement in the Mastery in Learning Project and now as a site in the Mastery in Learning Consortium. These projects have required thousands of hours of staff time and commitment outside the "regular" school day.

Our day begins at 7:25 and our "teaching" duties are over at 2:10. Then the meetings begin. We work on advisory committees, ad hoc committees, district planning committees, curriculum committees, parent-teacher-community committees, and on and on.

It's not unusual to find staff still at school at 5:00—or returning in the evenings or on weekends. We rear-

range our personal lives to accommodate our professional responsibilities.

We are fortunate that our central office and school board recognize our contributions and honor them by providing a stipend of \$108 per day for three days of committee work per year. But, Priscilla, even with the extra \$324, my salary comes nowhere near your figure of \$50,000! That's "reality" in Maine.

It's unfortunate that the author of the article chose to use that one quote out of the context of our two 45-minute conversations.

It's unfortunate that teachers are so quick to attack one another and hurl charges of unprofessionalism.

And it's unfortunate that I'm in such a whining, "grousing" mood. Sorry—it must just be that I'm a little tired.

Cindy Guthro
Wells, Maine

More Hell

I am writing in regard to the question "Should Veteran Teachers Get the Toughest Assignments?" (Debate, November).

As a high school art teacher who taught six classes a day for 32 years, I had to laugh at Joe Desist's yes opinion. I see he has already gotten himself out of the classroom and become a "resource specialist" and part-time college instructor.

I would still be teaching if my art classes hadn't always been used as a dumping place by the administration and guidance department.

Mr. Desist's idea that a teacher with problem students should enjoy the privilege of smaller classes is quite unrealistic. The last thing administration would do is lower class size. Administration and guid-

ance never admit openly that they're sending you problem students.

A problem student or students can quickly change the tone of a classroom. Even for experienced teachers, problem students will disrupt a normal, exciting learning environment. No teacher, experienced or novice, should have problem students dumped in their classroom.

Charles Pickel
Newtown, Pennsylvania

Minnesota's Good Life?

I compliment you for the November 1992 issue.

As a resident of New Hampshire, I was most pleased by my state's rank in "The Shape of the States" (StateSide).

I'm sure that most of us would appreciate a full page showing ranking of all states in all "17 different factors."

John Simmons
Exeter, New Hampshire

Ed. Note: Here are the 17 criteria Northwestern National Life uses in its annual survey: prevalence of smoking, motor vehicle deaths, violent crime, risk for heart disease, high school graduation, unemployment, adequacy of prenatal care, access to primary care, support for public health care, occupational fatalities, work disability status, heart disease, cancer cases, infectious disease, total mortality, infant mortality, and premature death.

Sorry we don't have the space to print rankings in all categories.

I read with amused interest the table from the Northwestern National Life Insurance Co. (StateSide, November).

NEA Today commented on Min-

nesota rising to number one, Vermont going from number 14 to number seven, and West Virginia staying at number 50. What you didn't comment on was that Northwestern National is a Minnesota-based firm and that Arkansas dropped from number 40 to number 44.

Perhaps the former is an oversight. But the latter...hmmm...would that have meant publishing something that went against the party line? I wonder, was the drop because or in spite of the leadership of the President-elect?

John Anderson
Beach Park, Illinois

Standardized Testing

Once again, at the beginning of the school year, we at Riley Elementary School completed a battery of standardized tests. When asked why, we have a steadfast answer: because our student test scores are low.

Therefore, we get to test twice a year rather than just once. After teaching for much of my 19 years in Milwaukee's poverty areas, I already know our children are behind.

After we give these tests, things around our school don't change much. The teachers continue to nurture and help build self-esteem. The social worker continues to work with abused children and dysfunctional families. The principal, as always, stresses reading, writing, and math.

It has always hurt me when test scores are printed in the paper. People read the scores, but rarely come to visit.

Let us look at children for the wonderful human beings they are and share in their growth without

pressuring them.

Let us monitor schools on school climate and the positive atmosphere of the classrooms.

Let us look at a child's academic growth rather than giving information that is unrelated to his/her knowledge base.

Maybe we need to get rid of standardized testing.

Greta Plicka
Milwaukee, Wisconsin

Corporate Funding

I recently read an article in *Rethinking Schools* about how the increase in corporate funding of education is going primarily to wealthier districts.

The next day I read "Could This be High-Tech Heaven?" (November) about IBM's providing home computers to students in six Chicago suburbs, including New Trier High School in Winnetka.

In Jonathan Kozol's book *Savage Inequalities*, New Trier is listed as a school that spent \$9,000 per student in 1989, while neighboring Chicago city schools spent \$5,000.

I applaud industry's support of education, but why don't they provide aid to districts where computers aren't even available within the school itself?

Connie Hohlfeld Molbeck
Racine, Wisconsin

Barbie a Hero?

So sorry to see the NEA join the Barbie bashing (Heroes & Zeroes, November). I don't have a hard time seeing why a student, male or female, might say "Math class is tough." What I don't understand is why this statement is such a negative.

Would critics have preferred that Barbie say, "Math class is challenging" or "I hate hard work"? How about, "Math class is easy, so if you think it's hard you must be dumb"?

Pete Greene
Erie, Pennsylvania

About G & T

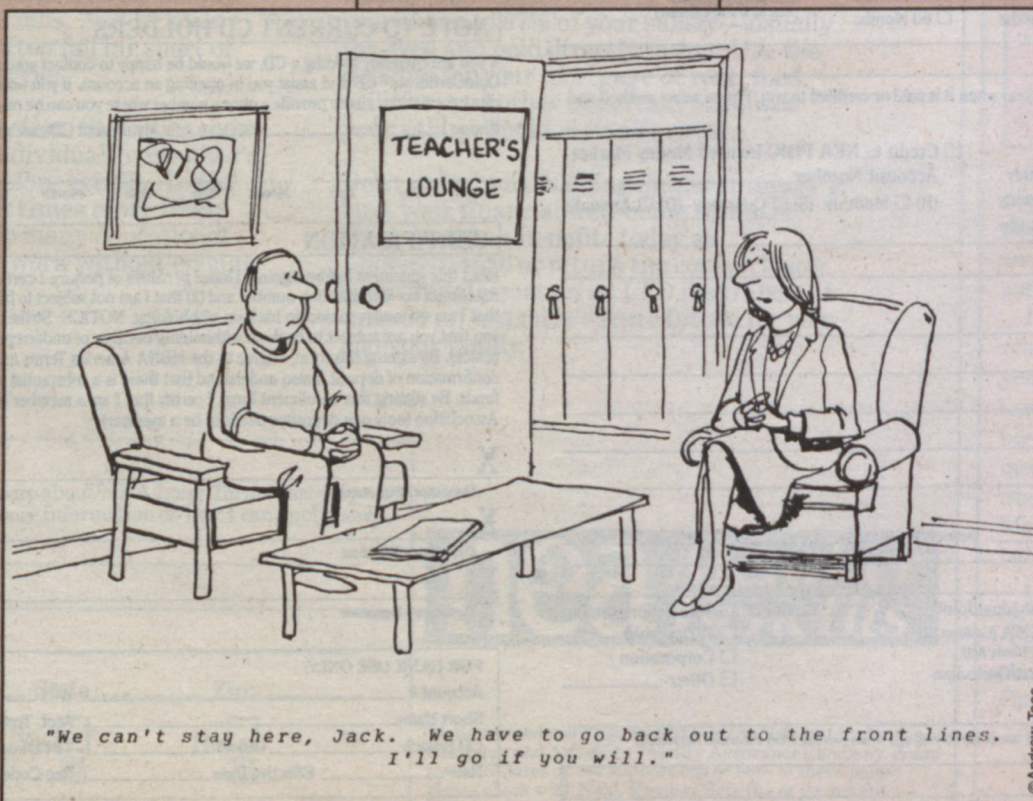
I am responding to the debate "Should schools eliminate gifted and talented programs?" (October).

According to the results of a Gallup poll released recently, 66 percent of the American public supports doing more for gifted students; 34 percent think enough is being done.

As debater Amy Mann states, the issue is indeed equal opportunity to be appropriately challenged and to achieve excellence.

The gifted education movement promotes excellence in education, and we must continue to support it for the sake of all students, our nation, and the world.

Abbe Krissman
Glendale, Wisconsin



"We can't stay here, Jack. We have to go back out to the front lines. I'll go if you will."

© Andrew Toole

Debate



YES

Could It Be Time To Bring Back Orphanages?

Phyllis Truitt retired this year after 24 years as an elementary school library media specialist in Ocean City, Maryland. She is a member of the Maryland State Teachers Association board of directors and past president of her local, the St. Mary's County Education Association.

Paula Fordham teaches third grade at Rock Lake Elementary School in Orlando, Florida. A 20-year classroom veteran, she chairs the Instruction and Professional Development Committee for the Orange County Classroom Teachers Association-Florida Teaching Profession-NEA.



NO

Joe DiDo

A few years ago, advice columnist Ann Landers asked her readers: "If you had it to do over, would you have children?" More than half of her respondents said no.

Every day, we see articles about children whose lives bear out the truth of that conviction—children who are neglected, abused, and abandoned. We hear about court cases in which parents are charged with murdering their children.

We see television exposes about abuses in child care facilities, inadequacies in social services, and abuse or neglect in foster homes. We read about the homeless children who live and work on the street.

But we don't just read or hear about these cases. In American classrooms, we meet the victims.

We know children who come to school without breakfast with neither lunch nor lunch money, unwashed, uncombed, wearing the same dirty clothes all week.

We know children who get themselves up and out in the morning and go home to an empty house after school.

We know sick children who are sent to school because no one is willing or able to stay at home to care for them. Some get no medical attention of any kind.

As a result, schools are providing services well beyond basic education. Classrooms become places where educators and school nurses tend to the physical and emotional needs of children who don't have access to nutrition, health care, or counseling.

We do it because, as educators, we know that a hungry child cannot learn, a sick child cannot learn, and a disturbed child cannot learn.

Many times my colleagues and I have sat at the lunch table and exchanged worries about our students, asking each other for answers and solutions to their problems.

During these discussions we've considered orphanages as safe homes for neglected and abandoned children.

Not the orphanages of Charles Dickens' David Copperfield and Oliver Twist where children plead, "Please, sir, may I

have some more?"

A different type of orphanage, funded with tax dollars and staffed by competent people.

These homes would have house parents who can provide love, caring, and counsel to the children. Most important, the homes would be places where children would feel secure. They'd offer the security that many temporary foster homes can't.

In a modern orphanage, children wouldn't have to worry about where their next meal was coming from, whether they'd have a place to sleep, or whether they'd have clothes to wear.

Besides clothing, food, and shelter, the children would receive proper medical attention. They'd attend school and receive an education to prepare them for the world of work, or, with scholarships, for college.

Right now, worldwide, 100 million children are living and seeking their livelihoods in the streets, according to syndicated columnist Jack Anderson.

In the United States, child advocacy groups estimate the number of runaway, throw-away, and homeless youths at just over one million.

Lack of affordable and safe housing has driven many of these children to seek "shelter" on the streets.

Others are actually encouraged by their families to head for the street. In some cases, parents actually believe their children can do better on their own than at home.

Yes, we should bring back orphanages—as more than places for children who no longer have parents. They'd offer more than a social welfare system overwhelmed by cases and lack of staff. They'd offer more than foster homes that provide only temporary relief.

With adequate funding, proper supervision, and inspection, these orphanages would be the safe, secure, and loving environment so many children need.

And, after all, the Bill of Rights for Children includes the right of all children to have a safe place in which to live, to play, and to learn. For me, that includes orphanages.

Children are the most valuable resource in our country. Even so, many children are living below the poverty line or are abandoned without anyone to call family.

Would orphanages provide the intimacy of family? Would orphanages create an atmosphere in which emotional bonding could take place?

No.

Orphanages offer an old answer—institutionalizing children—to a modern problem—children who are neglected, abused, homeless, or abandoned.

Orphanages are places where providing food, clothing, and a place to sleep takes precedence over the need to address the social and psychological needs of children.

How can we place a child who has lost her home, her family, her security, in a place so impersonal? How can we be sure children already abandoned by their families will feel safe and happy in the company of strangers?

By placing these children in orphanages, we'd be no different than the parents or relatives who abused or abandoned them.

And what will these places offer today's children?

Affection, love, and understanding are as important to a child's development as food or shelter. They should be provided within a close-knit relationship that mirrors the family unit, not in an institution where children are housed in large dormitories offering little privacy or intimacy.

Orphanages can't duplicate a family's warmth, nor can they give children a real sense of individual freedom and self-esteem.

What's more, every child needs adequate nutrition and medical care. That means an orphanage would require a 24-hour wellness unit to meet the health needs of all its children.

Unfortunately, we have a health care system that doesn't accommodate orphans.

And I'm not sure orphanages would go far enough to give them comprehensive health care or that local communities

would be able or willing to shoulder the expense such care would require.

I'm also concerned about the possibility of neglect, cruelty, and exploitation in such institutions. Too often, we hear horror stories of abuse in existing institutions; I worry that similar incidents might happen if we reinstated orphanages.

If we were to bring back orphanages, staff members would have to be well-trained, skilled, and monitored for safety.

Right now, we don't have a mechanism for establishing those requirements or for ensuring a child's safety—that worries me, too.

And what about special needs children? With low budgets and limited resources, will orphanages be able to focus on the needs of children with disabilities such as hearing, sight, and speech impairments? Not to mention children who are physically and mentally challenged? I don't think so.

We're the richest nation on earth, yet we have a high rate of neglect and abandonment when it comes to children.

As a result, we have orphans who don't fit our traditional image of children. We have children who've lost both parents. We have children whose parents are alive but abuse them. We have children who were simply abandoned on the street. We have children whose families live in abject poverty, unable to feed or house themselves.

Can an orphanage truly address the varying needs of all these children? I don't think so.

As we approach the 21st century, we must continue to focus attention on the children of this country. We need to nurture them, particularly those who are abandoned, neglected, abused, or homeless. Securing their welfare and developing their abilities should be high on our national agenda.

Children have the right to be brought up in the spirit of a family. They should have the right to enjoy their lives with someone close to their adoring hearts—to nurture them and help them grow.

Offering these children an institution instead would be abandoning them all over again.

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